DOCUMENT RESUME

ED 240 379 CE 038 336

TITLE	ODP Instructional Materials for Occupational Areas. Volume III. Teacher Guide.
INSTITUTION	East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	79
NOTE	395p.; For related documents, see ED 216 173-175.
AVAILABLE FROM	Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Clerical Occupations; Clerical Workers; Competency Based Education; Curriculum Guides; Learning Activities; *Office Machines; Office Occupations; *Office Occupations Education; Secondary Education; Tests; Transparencies; Typewriting; Units of Study

ABSTRACT

This teacher's guide provides instructional materials for students enrolled in office duplication practices (ODP) programs. It includes nine instructional units, eight of which center around occupations covering a variety of skills development. The ninth unit focuses on job success. Each unit of instruction consists of 10 basic components: overall objective, occupational information, an instructor's resource sheet (an outline of content), a list of additional resource material, information sheets (content essential for meeting the cognitive requirements), transparency masters, assignment sheets (application of knowledge), job sheets (procedures to give direction to the skill being taught), unit tests, and test and assignment sheet answers. The first eight units cover the following approved job titles as found in the Dictionary of Occupational Titles: ticket seller, copy cutter, general clerk, attendance clerk, stock clerk, appointment clerk, information clerk, and varitype operator. Unit 9 focuses on developing proper job attitudes and ethical conduct. Units are planned to cover more than one classroom period. (YLB)

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INSTRUCTIONAL MATERIALS FOR OCCUPATIONAL AREAS

VOL.3

TEACHER GUIDE

ODP
INSTRUCTIONAL MATERIALS
FOR
OCCUPATIONAL AREAS

VOLUME III

Published by
Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas

in cooperation with
Texas Education Agency
Occupational Education and Technology
Austin, Texas

FIRST EDITION

1979

second printing

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FOREWORD

These instructional materials have been prepared for students enrolled in Office Duplication Practices programs. Each set of instructional materials follows the general responsibilities outlined for approvable job titles in the Dictionary of Occupational Titles.

In contrast to previously developed materials in this program area, the instructional materials are centered around occupations covering a variety of skills development, rather than focusing on a specific subject area. Additionally, due to the unavailability of equipment for classroom use, certain tasks are presented as general information instead of jobs for the student to master.

Additional instructional materials covering the remainder of approved occupations are being developed. For further information on availability of these, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428.

USE OF THE INSTRUCTIONAL UNITS

The ODP instructional units cover certain instructional areas in the classroom program. Each unit includes the basic components of a unit of instruction: overall objectives, occupational information, instructors resource sheet, additional resource material, information sheets, transparency masters, assignment sheets, job sheets, unit test, and answers to unit test. Units are planned to cover more than one classroom period.

Careful study of each instructional unit will enable the teacher to determine:

A. The amount of material that can be covered in each class period

B. Skills that must be demonstrated

C. Supplies and equipment needed

D. The amount of classroom time needed for teacher demonstration and student practice

E. Supplementary materials to be ordered

F. Any resource personnel who must be contacted

The specific components of an instructional unit perform the following functions:

OBJECTIVES

Each unit of instruction is based on an occupational objective. This objective specifies behaviors the student will be exhibiting, thus providing students with a sense of direction. The objective also states the type of performance students will be expected to display.

After the students read the objective, classroom discussion should follow so that questions concerning expected performances can be answered.

OCCUPATIONAL INFORMATION

Each unit has a brief summary of where the students might obtain employment, some skills they may need, and the outlook of job availability and opportunities for the next few years.

INSTRUCTOR'S RESOURCE SHEET

The instructor is encouraged to read the material in this section, found in the front of each unit, for suggestions on additional activities as well as the explanation of students' assignments. This information will aid the instructor in coordinating the material in each unit and help the organization of any special aids needed and equipment required. Hence, this outline should enable the instructor to present the material to the students more effectively.

INFORMATION SHEET

Information sheets provide current data essential for meeting the cognitive requirements of the unit. These sheets provide an excellent guide for presenting material necessary to develop the skills specified in the objective.

Students should read the information sheets before the material is discussed in class. They are encouraged to make any additional notes on the information sheets to help them in their learning process.

TRANSPARENCY MASTER

Transparency masters provide information in a special way by presenting new material or reinforcing material in the information sheets. These are particularly effective when identification is necessary.

ASSIGNMENT SHEET

Assignment sheets give direction to study and furnish activities which provide application of the material contained in the information sheet.

JOB SHEET

Job sheets are an integral part of the units of instruction and the instructor should be able to demonstrate the skills outlined. Procedures specified in job sheets give direction for each skill being taught and allow both student and teacher to check student progress. Job sheets provide a ready outline to students and furnish potential employers an outline of the types of skills being taught.

UNIT TEST

Unit test questions have been constructed to measure student achievement in each unit. Individual test items may be pulled out and used as short tests. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students as they progress.

ANSWERS TO UNIT TEST

Test answers are provided for each unit. These may be used by the teacher and/or student in checking student achievement.

PERSONALIZING AND LOCALIZING INSTRUCTIONAL UNITS

Carefully review the instructional units before using them in the classroom. You may find it necessary to localize the units based on the needs of your students.

Units may be supplemented through use of audio-visuals, attention-getters, field trips, resource personnel, games and simulations, case studies, peer teaching, role playing, newspapers, magazines, and personal experiences of both the teacher and students.

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USE OF INSTRUCTIONAL MATERIALS v

UNIT TITLE	D.O.T. NUMBER
TICKET SELLER	211.467-030
COPY CUTTER	221.167-010
CLERK, GENERAL	209.562-010
ATTENDANCE CLERK	219.362-014
STOCK CLERK	222.387-058
APPOINTMENT CLERK	237.367-010
INFORMATION CLERK	237.367-022
VARITYPE OPERATOR	203.382-026
JOB SUCCESS	

TICKET SELLER

DOT NO. 211.467-030

TICKET SELLER (clerical)

DOT NO. 211.467-030

Sells tickets for travel on ferryboats, street railroads, buses, and for admission to places of entertainment, such as skating rinks, baseball parks, stadiums, and amusement parks.

General Responsibilities

* Sells tickets for travel on ferryboats, street railroads, buses and for admission to places of entertainment, such as skating rinks, baseball parks, stadiums, and amusement parks.

* Depresses key on ticket-dispensing machine that automatically ejects number of tickets requested by patron or tears tickets from roll and hands to patron.

* Accepts money and makes change

* Answers questions concerning fares, routes, schedules, and reservations, and gives information concerning coming attractions

* Keeps daily balance sheet of cash received and tickets sold

* May fill reservations for seats by telephone or mail

TICKET SELLER

OVERALL OBJECTIVE

After completing this unit, the student should be able to operate a cash register, make change, and detect counterfeit bills as well as money manipulators. Knowledge of this material will be evidenced through practical application and demonstration.

OCCUPATIONAL INFORMATION

In 1976, approximately 1,250,000 persons worked as ticket sellers and cashiers in such places as restaurants, theaters, schools, amusement parks, and supermarkets. Opportunities for both full and part-time work are excellent.

Individuals who desire to become cashiers and ticket sellers should be able to do work with numbers. They need finger dexterity, a high degree of eye-hand coordination, and an aptitude for working with figures. Because they must meet the public, ticket sellers should be neat in appearance and able to deal pleasantly with customers.

Job openings are expected to be plentiful through 1985. Computerized checking register systems are affecting ticket sellers and cashiers. Pay scales for ticket sellers range from minimum wage up to several times that amount.

TICKET SELLER

INSTRUCTOR'S RESOURCE SHEET

I. Objective Sheet and Occupational Information

  A. Discuss the unit objective with students.

  B. Show the relationship of the objective with the occupational information.

  C. Add information and/or objectives when localizing the unit to suit your particular training needs.

II. Information Sheets

  A. Information Sheet #1--General Information

    1. This information can be used as a glossary of terms

    2. Use Assignment Sheet #1--General Information, to reinforce this area of information

    3. Add terms and information as needed

  B. Information Sheet #2--Guarding Against Theft

    1. Use Assignment Sheet #2--Dealing with Counterfeit Bills, Short Change Artists, Money Manipulators, and Robbers, to reinforce this information area

    2. Have students relate any personal experience to the class

  C. Information Sheet #3--Cash Register

    1. Use the following assignment sheets to reinforce the information:

      a. Assignment Sheet #3--Arranging the Cash Drawer

      b. Assignment Sheet #4--Counting Change

      c. Assignment Sheet #5--Identifying Parts of a Cash Register

      d. Assignment Sheet #6--Operation of a Cash Register

      e. Assignment Sheet #7--Balancing the Cash Register

    2. Add any information necessary

D. Information Sheet #4--General Responsibilities

1. Use Assignment Sheet #8--Opening and Closing Duties, to reinforce information presented

2. Add information concerning duties based on any occupational information available

III. Transparency Masters

A. TM-1--Credit Cards

1. Use the transparency master as either a student handout or a transparency to be used in classroom discussion

2. Relate the illustration to Information Sheet #1--General Information and to Job Sheet #4--Processing Credit Cards

B. TM-2--Marked and Counterfeit Bills

1. Use the transparency master as either a student handout or a transparency to be used in classroom discussion

2. Relate the illustration to Information Sheet #2--Guarding Against Theft

C. TM-3--Parts of the Cash Register

1. Use the transparency master as either a student handout or a transparency to be used in classroom discussion

2. Relate the parts of the cash register to the information in Information Sheet #3--Cash Register

D. TM-4--Cash Drawer Arrangement

1. Use the transparency master as either a student handout or a transparency to be used in classroom discussion

2. Relate the illustration to Information Sheet #3--Cash Register and to Job Sheet #1--Arranging a Cash Drawer

IV. Assignment Sheets

A. Assignment Sheet #1--Terminology and Credit Card Information

1. Have students use Information Sheet #1 as an aid in completing the assignment sheet

2. Add any terms deemed necessary

B. Assignment Sheet #2--Dealing with Counterfeit Bills, Short-change Artists, Money Manipulators, and Robbers

1. Have students relate situations they have encountered or heard

2. Have students discuss how they would handle these situations

C. Assignment Sheet #3--Arranging A Cash Drawer

1. Refer to Information Sheet #3 and Transparency Master #2 as a student aid in completing the assignment sheet

2. Inform students that the arrangement of denominations of either bills or coins may vary from business to business

D. Assignment Sheet #4--Counting Change

1. Have play money available for students to use during the assignment

2. Have students develop other change problems for different class members

E. Assignment Sheet #5--Identifying Parts of a Cash Register

1. Have the students point out the parts of a cash register in class

2. Have students draw or cut out pictures of other types of cash registers and label the parts

F. Assignment Sheet #6--Operation of the Cash Register

1. Have students explain the operation of the cash register in class

2. Secure illustrations of different types of automatic change makers

3. Review procedures of leading register tape on cash register

G. Assignment Sheet #7--Balancing the Cash Register

1. Provide a balance sheet for each student

2. Prepare additional situations for the students to use balance sheets

H. Assignment Sheet #8--Opening and Closing Duties

   1. Have students list other duties not included

   2. Include additional duties to information sheet for future use by students

V. Job Sheets

A. Job Sheet #1--Arranging a Cash Drawer

   1. Gather all materials and equipment necessary to perform job sheet

   2. Modify job sheet to reflect equipment and/or supplies available

   3. Evaluate students performance of procedures outlined on job sheet

B. Job Sheet #2--Making Change

   1. Gather all materials and equipment necessary to perform job sheet

   2. Modify job sheet to reflect equipment and/or supplies on hand

   3. Evaluate student's performance of procedures outlined on job sheets

   4. Suggest to students that the procedures be performed in a friendly, courteous manner

C. Job Sheet #3--Using Automatic Change Maker

   1. Locate Automatic Change Maker from other school areas, such as cafeteria, concession stand, etc.

   2. Have students act as customers as well as ticket sellers

   3. Evaluate students performance of procedures outlined on job sheet

D. Job Sheet #4--Processing of Credit Cards

   1. Secure necessary equipment for students to perform job sheet

   2. If equipment in unavailable, review procedures with students

   3. Invite company or store representative to talk to class on credit cards

E. Job Sheet #5--Processing Checks

1. Use students as customers in performing the job sheet
2. Secure blank simulated checks
3. Evaluate students performance of procedures outlined on job sheet
4. Stress to students that any writing on the checks must be legible

VI. Unit Test

A. The unit test is divided into sections which correspond to each information sheet

B. The unit test may be used in several ways

1. Give each section of the test after the students have completed the respective information sheet
2. Give the entire test once the unit has been completed
3. Give one or several of the parts of the test as an additional assignment or to reinforce problem areas of learning
4. Save the unit test until a final course evaluation is needed and/or recommended

(NOTE: Remember to add corresponding test questions to any new information added to the existing material.)

VII. Answers to Unit Test

A. Answers are based on information presented in the unit

B. Modify answers to reflect new information added or any changes made

TICKET SELLER

ADDITIONAL RESOURCE MATERIAL

I. Material Currently Available

The following is a list of instructional materials taken from ODP Teacher's Guide, Volumes I & II that will assist you in covering the general responsibilities for TICKET SELLER.

A. Vol. I, Unit V, pages V-I and V-19

B. Vol. II, Unit V (Entire Unit) or Unit VII, rev. ed.

C. Vol. II, Unit VIII (Entire Unit) or Unit XV, rev. ed.

II. References

A. Chrismer, John M. Distributive Education. Units of Instruction. Seattle: Washington State Department of Occupational Education, 1972.

B. Instructional Materials Laboratory. Selling Curriculum. Columbia, Missouri: University of Missouri, 1977.

C. Ser-Vo-Tel Institute. Cashiering. Boston: CBI Publishing Company, Inc., 1974.

TICKET SELLER

INFORMATION SHEET #1--GENERAL INFORMATION

I. Terms and Definitions

A. Compute--Figure an amount

B. Automatic--Ability of a machine to perform a function on its own

C. Change Maker--Makes change automatically when keys are pushed

D. Denomination--Value or size of a piece of money

E. Personal checks--Checks given by the customer to pay for a sale

F. Credit card--Card allowing a customer to charge or delay payment on purchases made

G. Counterfeit bill--Money made by an individual but not approved by the U. S. government

H. Shortchange artist--A person who is an expert in cheating the cashier by confusion and distraction

I. Money manipulation--Illegally changing the original design or form of money

II. Handling Credit Cards

A. Reasons for using credit cards

1. More convenient than cash
2. Can be used for a variety of purchases
3. Provides receipts for tax purposes

B. Commonly used credit cards

1. VISA
2. American Express
3. Master Charge
4. Diner's Club
5. Carte Blanche

C. Accepting credit cards

1. Some places of business will not accept credit cards
2. Not all business establishments accept every credit card
3. Pictures of accepted credit cards are usually on display for the convenience of customers

TICKET SELLER

INFORMATION SHEET #2--GUARDING AGAINST THEFT

I. Counterfeit bills

  A. Some businesses may hold the employee responsible for all money they receive

  B. There are several ways to detect counterfeit bills

    1. Hairlines on portraits may blend into the background

    2. Points around the colored seal may not be clear and sharp

    3. Crisscross lines on the border are often not clear and distinct

    4. Serial numbers may be out of line, poorly spaced, or printed too light or dark

    5. The color of a bill may be too light or dark

    6. Bills will often appear to be too clean, stiff, or thick

    7. Compare any unusual bill to another bill of the same denomination

  C. Pictures on different denominations of bills

    1. $1--Washington

    2. $2--Jefferson

    3. $5--Lincoln

    4. $10--Hamilton

    5. $20--Jackson

    6. $50--Grant

II. Shortchange Artist

  A. Cheats ticket seller by using confusion or distraction

  B. Interrupts the ticket seller while making change and asks for change in a different denomination

C. Rushes the cashier and demands additional purchases when the cashier is very busy with several other customers

Example: The ticket seller may be given a bill for payment after the change has been returned. The customer may then change a combination of bills and coins to a lesser amount and then ask for the bill to be returned as lesser change is handed back by the ticket seller. During this exchange, the seller is cheated.

D. Ways to avoid shortchange artist

1. Ask a customer to wait and then finish the transaction to avoid being confused and distracted
2. Do not argue with customers
3. Have the money the customer originally gave you in your hand before giving any change--even if the customer asks for change several times
4. Always call out loud the denomination of the bill the customer hands you
5. Close the cash drawer and contact the supervisor if total confusion occurs

III. Money manipulation

A. Split bills

Example: A $1 bill and a $10 bill may be separated by a special process, and then the sides of the two bills interchanged. This will produce two bills, each having a $10 side and a $1 side. The individual will then pass the two changed bills which originally were worth $11 for $20 worth of merchandise.

Another method is to cut bills in half and attach the right half to the left half or a small bill. The bills are then passed with a stack of the larger bills.

B. Marked bills

Example: A person may buy something inexpensive with a marked $10 bill which may be identified with a symbol or torn corner. The individual receives the change and leaves. A partner comes along, buys something inexpensive with a dollar bill, and then argues that a $10 bill was given to the ticket seller (or cashier). The manipulator proves it by identifying the mark or torn corner on the bill. The employee looks into the cash drawer, finds the bill that meets the description, and gives the second individual $9 in change.

C. Preventing money manipulation

1. Examine both sides of a bill
2. Look for unusual markings
3. Let the person know you found a marking on the bill

   (Example: "It looks like this bill has seen its better days.")

4. Do not place money in the cash drawer until the customer has indicated that the correct amount of change was received
5. Place any marked bill under the cash drawer tray

IV. Robberies

A. Be quick to notice strange cards parked near the front or rear entrance of the business, especially if the motor is running

B. Do what a robber says without arguing

C. Remember the robber's description

1. Sex
2. Approximate age
3. Nationality
4. Height
5. Weight
6. Build
7. Complexion
8. Eyes and hair color
9. Clothing
10. Voice
    a. high
    b. low
    c. lisp
    d. accent
11. Tattoos
12. Scars
13. Limp
14. Type of weapon

D. Get the license number and make of the vehicle

TICKET SELLER

INFORMATION SHEET #3--CASH REGISTER

I. Operation of the cash register

- A. Usually detailed instructions on operating a cash register are provided by an employer to a new employee
  1. There is a wide variety of cash registers on the market
  2. Most employers have specific procedures for operating cash registers in their own establishments
- B. The cash register is an expensive and delicate machine
  1. It must be handled carefully
  2. Cash registers cost from a few hundred to thousands of dollars

     (Example: The cost of a National Cash Register is approximately $4,500.00)
- C. Most cash registers have several types of keys
  1. Numerical keys for registering the amount
  2. Lettered keys, which often record the person operating the register and the kind of purchase
  3. Special keys for registering Cash Received, Cash Paid Out, No Sales, and Voids
- D. Each sale is printed on a roll of paper called detail or audit tape
- E. The detail tape provides an accurate reading of the total amount at the end of the day minus the amount of the reading at the beginning of the day or shift
- F. Some cash registers will print a receipt for the customer with the amount of the purchase, change returned, and date

II. Cash registers with change makers

- A. An amount of change up to $1 can be made
- B. Keys are pressed to release the exact amount of change
- C. The change travels down to a metal cup for the customer to remove
- D. The ticket seller must keep the change maker filled
- E. Ticket sellers usually have to account for sales and voids
- F. The register reading at the end of the day or shift must equal the cash in the drawer minus the beginning cash, cash paid out, and charges

INFORMATION SHEET #4--GENERAL RESPONSIBILITIES

I. Opening duties

  A. Obtain change for the cash register

  (NOTE: Get enough bills to complete your shift.)

  B. Count the money to be used for change and make sure the amount is correct before accepting it

  C. Separate the bills and coins into the proper places

  D. Fill the automatic change maker if one is used

  E. Allow enough time for setting up the cash register so there will not be any delays for the customers and the ticket seller can look relaxed

II. Closing duties

  A. Balance the register by counting the cash

  B. For safety, don't count the money within public view

  C. Never leave money unguarded

  D. Separate money by denominations

  E. Count and record the amounts on the balance sheet

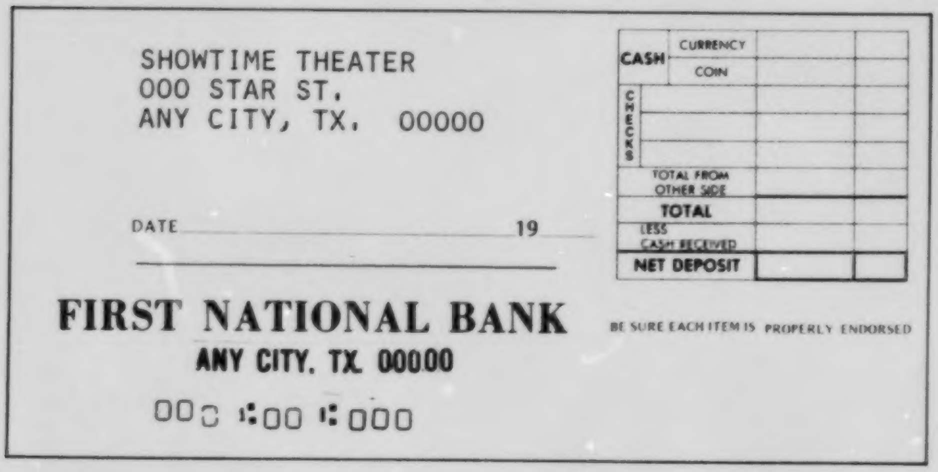
  F. Subtract the amount of money you began with from the amount in the cash register

  (NOTE: The difference should equal the total sales.)

  G. Prepare reports that may be required by the employer

  H. If required, prepare a deposit slip

  I. Place the money in a safe place or give it to the employer for safekeeping



SHOWTIME THEATER
000 STAR ST.
ANY CITY, TX. 00000

DATE ____________________ 19 ____

CASH	CURRENCY		
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CHECKS			
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TOTAL			
LESS CASH RECEIVED			
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FIRST NATIONAL BANK
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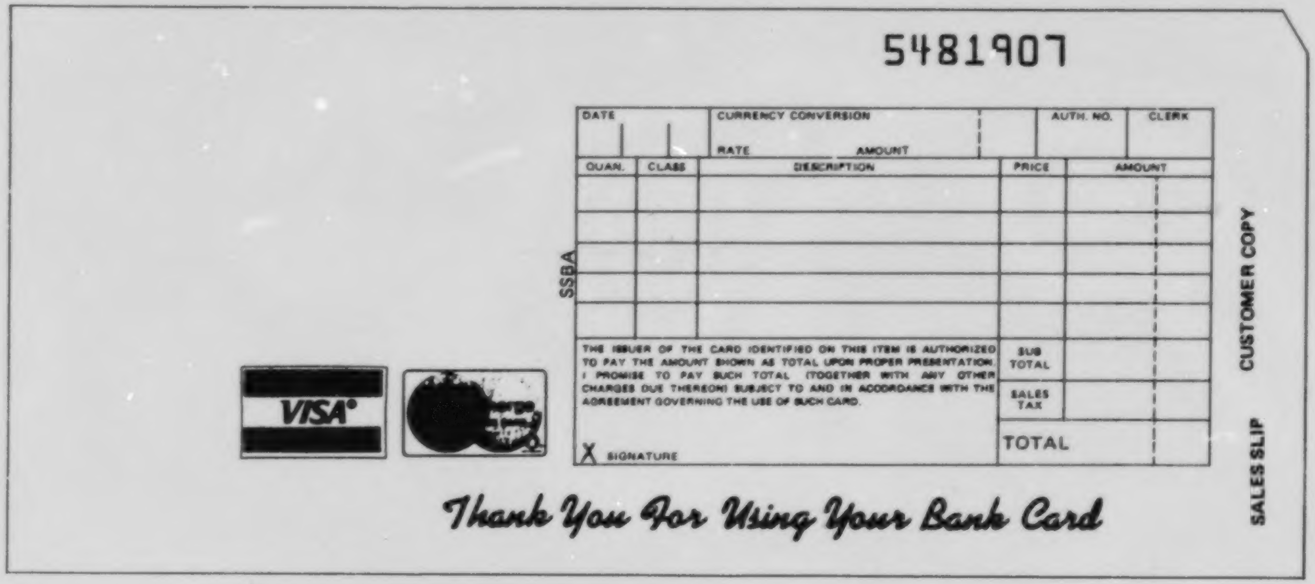
BE SURE EACH ITEM IS PROPERLY ENDORSED

CREDIT CARDS



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DATE	CURRENCY CONVERSION RATE AMOUNT		AUTH. NO.	CLERK

QUAN.	CLASS	DESCRIPTION	PRICE	AMOUNT

THE ISSUER OF THE CARD IDENTIFIED ON THIS ITEM IS AUTHORIZED TO PAY THE AMOUNT SHOWN AS TOTAL UPON PROPER PRESENTATION. I PROMISE TO PAY SUCH TOTAL (TOGETHER WITH ANY OTHER CHARGES DUE THEREON) SUBJECT TO AND IN ACCORDANCE WITH THE AGREEMENT GOVERNING THE USE OF SUCH CARD.

X SIGNATURE

SUB TOTAL

SALES TAX

TOTAL

SSBA

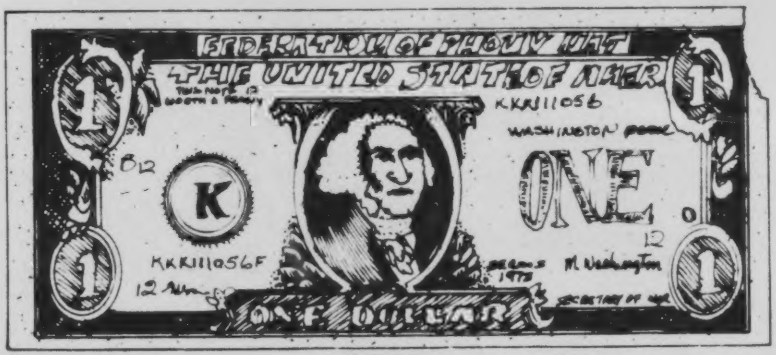
CUSTOMER COPY

SALES SLIP

VISA

Thank You For Using Your Bank Card

MARKED AND COUNTERFEIT BILLS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KKA11056
WASHINGTON
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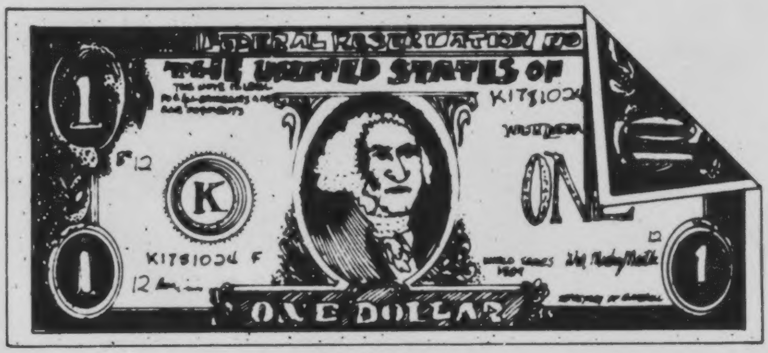
ONE DOLLAR

MARKED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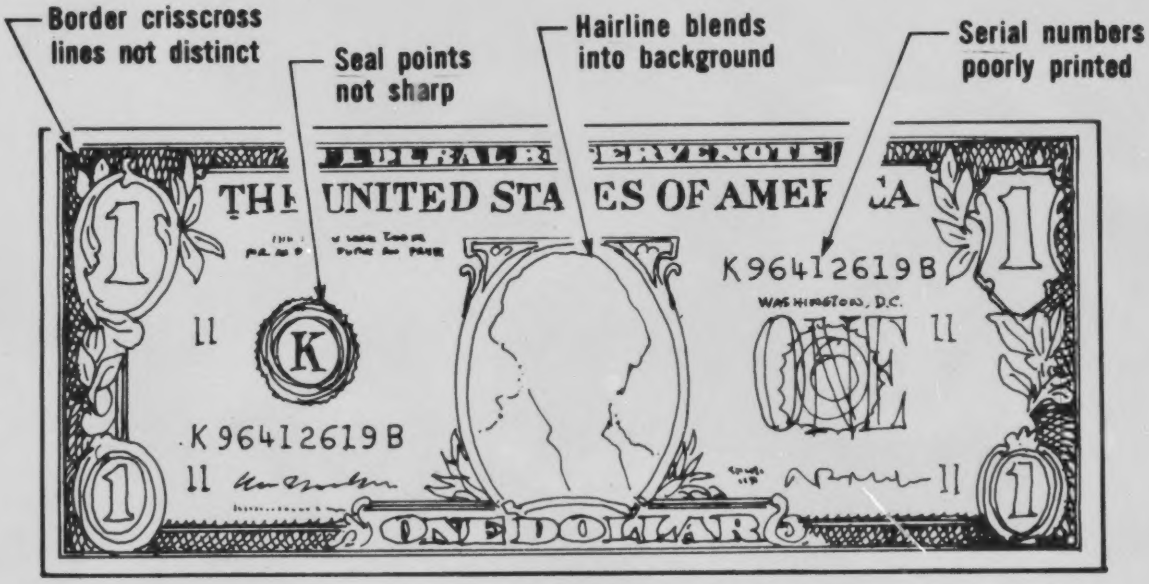
Border crisscross lines not distinct
Seal points not sharp
Hairline blends into background
Serial numbers poorly printed
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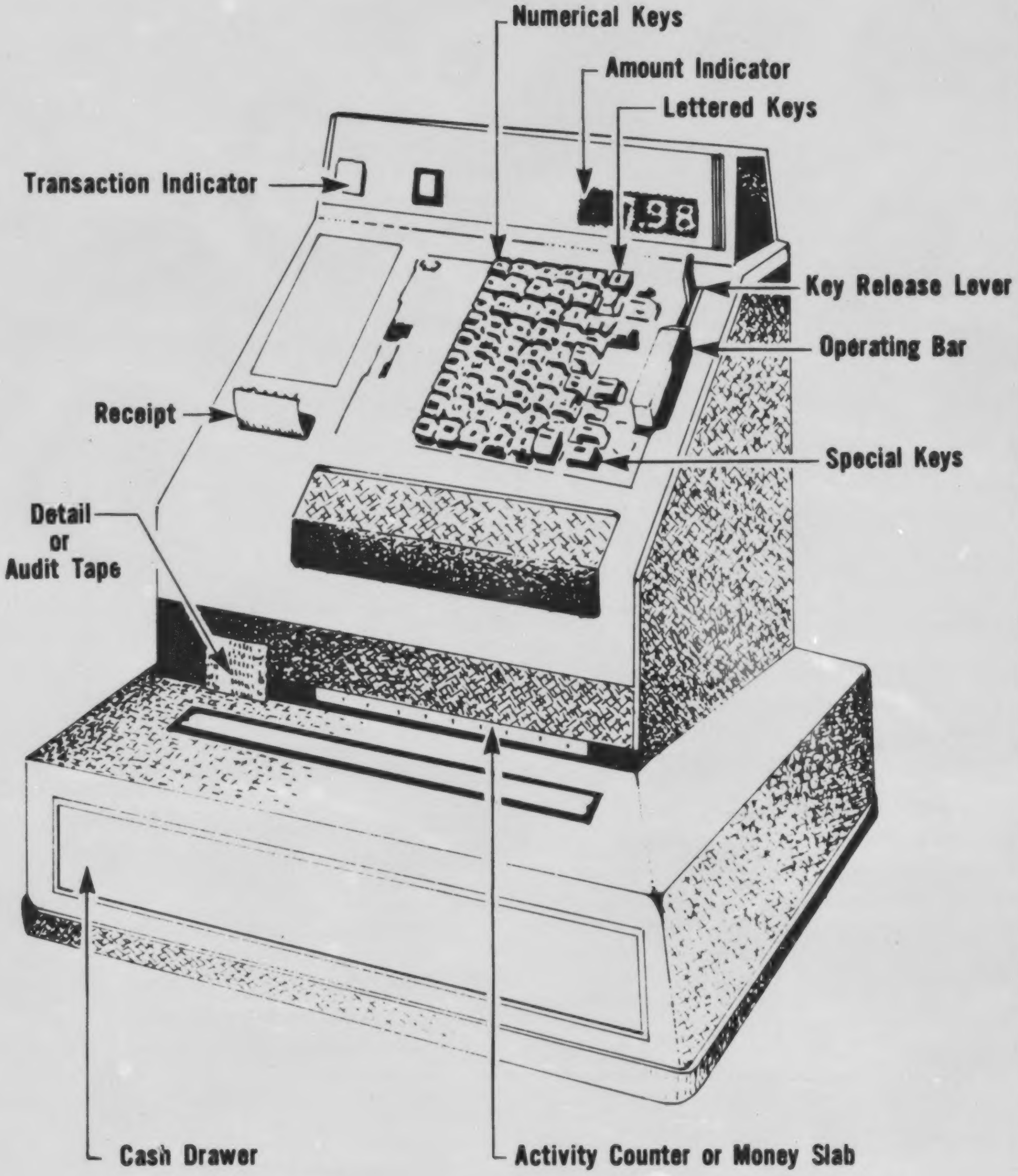
K96412619B
WASHINGTON, D.C.
ONE
K96412619B
ONE DOLLAR

COUNTERFEIT

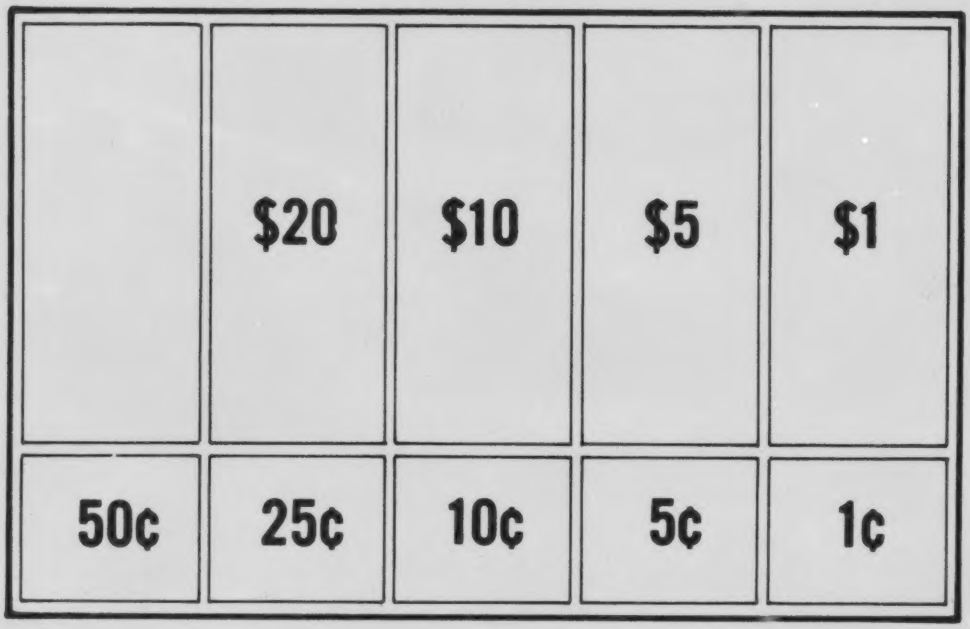
- Paper too stiff or thick
- Color too light or too dark

PARTS OF A CASH REGISTER


Numerical Keys
Amount Indicator
Lettered Keys
Transaction Indicator
7.98
Key Release Lever
Operating Bar
Receipt
Special Keys
Detail or Audit Tape
Cash Drawer
Activity Counter or Money Slab

TM-3

CASH DRAWER ARRANGEMENT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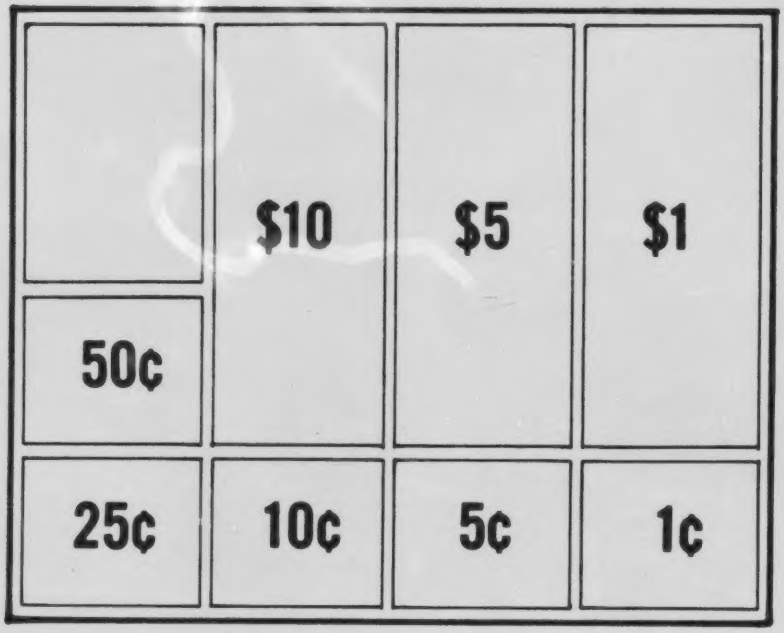
25¢
10¢
5¢
1¢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TICKET SELLER

ASSIGNMENT SHEET #1--TERMINOLOGY

Directions: Match the term on the right side with the definition given on the left.

___ A. Checks given by the customer to pay for a sale

___ B. Money made by an individual but not approved by the U.S. government

___ C. Value or size of a piece of money

___ D. Card allowing a customer to charge or delay payment on purchases made

___ E. Makes change automatically when keys are pushed

___ F. A person who is an expert in cheating the cashier by confusion and distraction

___ G. Illegally change the original design or form of money

___ H. Figure an amount

___ I. Ability of a machine to perform a function on its own

1. compute
2. change maker
3. automatic
4. personal check
5. denomination
6. credit card
7. counterfeit bill
8. shortchange artist
9. money manipulation

TICKET SELLER

ASSIGNMENT SHEET #2--DEALING WITH COUNTERFEIT BILLS, SHORTCHANGE ARTISTS, MONEY MANIPULATORS AND ROBBERS

Directions: Answer each of the following questions in the space provided.

1. A customer gives you a $10 bill for payment. What are four things a ticket seller can look for to determine if the bill is counterfeit?

2. Name the person whose picture is found on the following bills.

   A. $1

   B. $2

   C. $5

   D. $10

   E. $20

   F. $50

3. Explain two ways a shortchange artist cheats a ticket seller.

   A.

   B.

4. How should a ticket seller handle a shortchange situation?

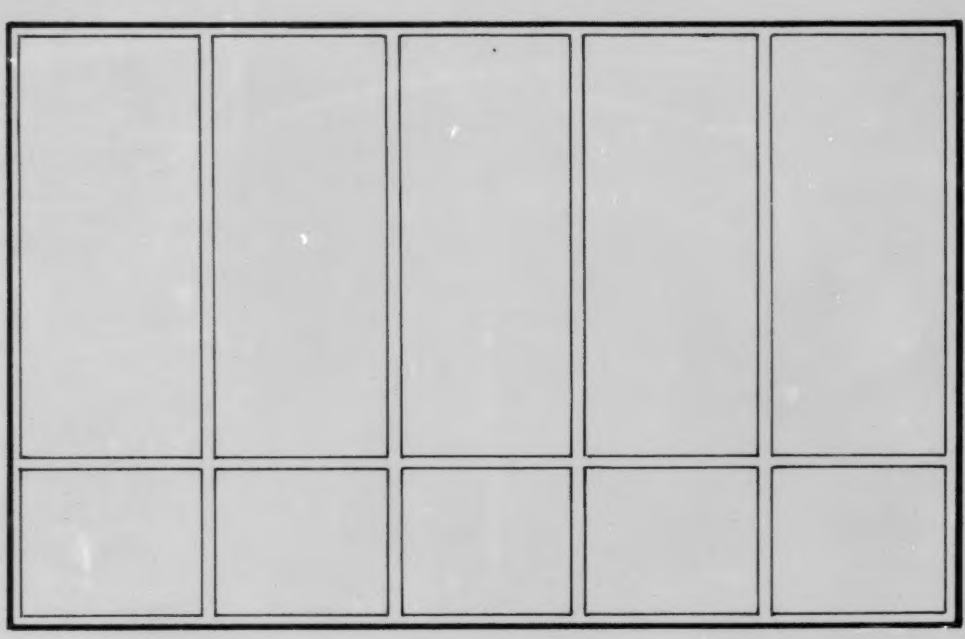
5. List four ways to guard against money manipulators.

6. List two things a ticket seller should do in case of a robbery.

ASSIGNMENT SHEET #3--ARRANGING THE CASH DRAWER

Directions: On the cash drawers pictured below, label each separate space according to the denominations of the bills or coins kept in each. Also indicate where personal checks and larger bills are kept.

1.



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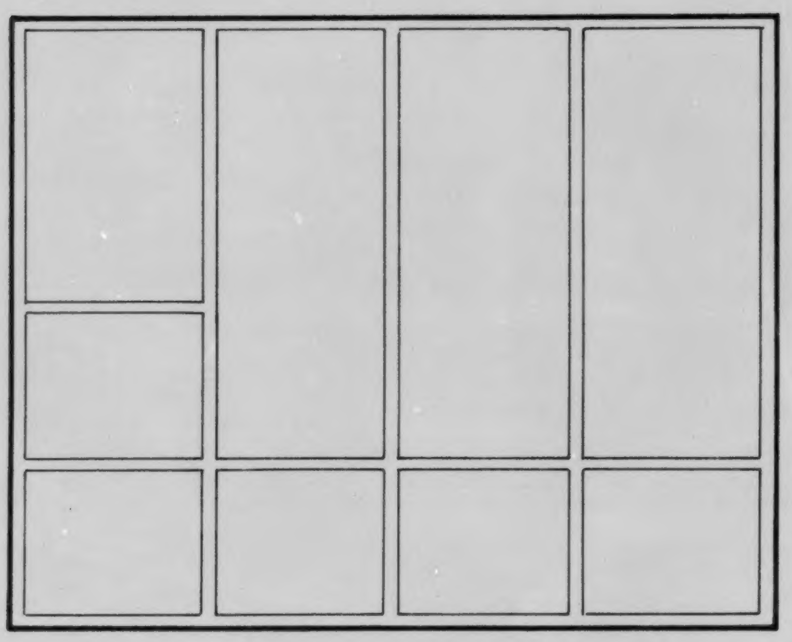


TICKET SELLER

ASSIGNMENT SHEET #4--COUNTING CHANGE

Directions: Use the fewest number of coins and bills to record the correct amount of change for each sale listed.

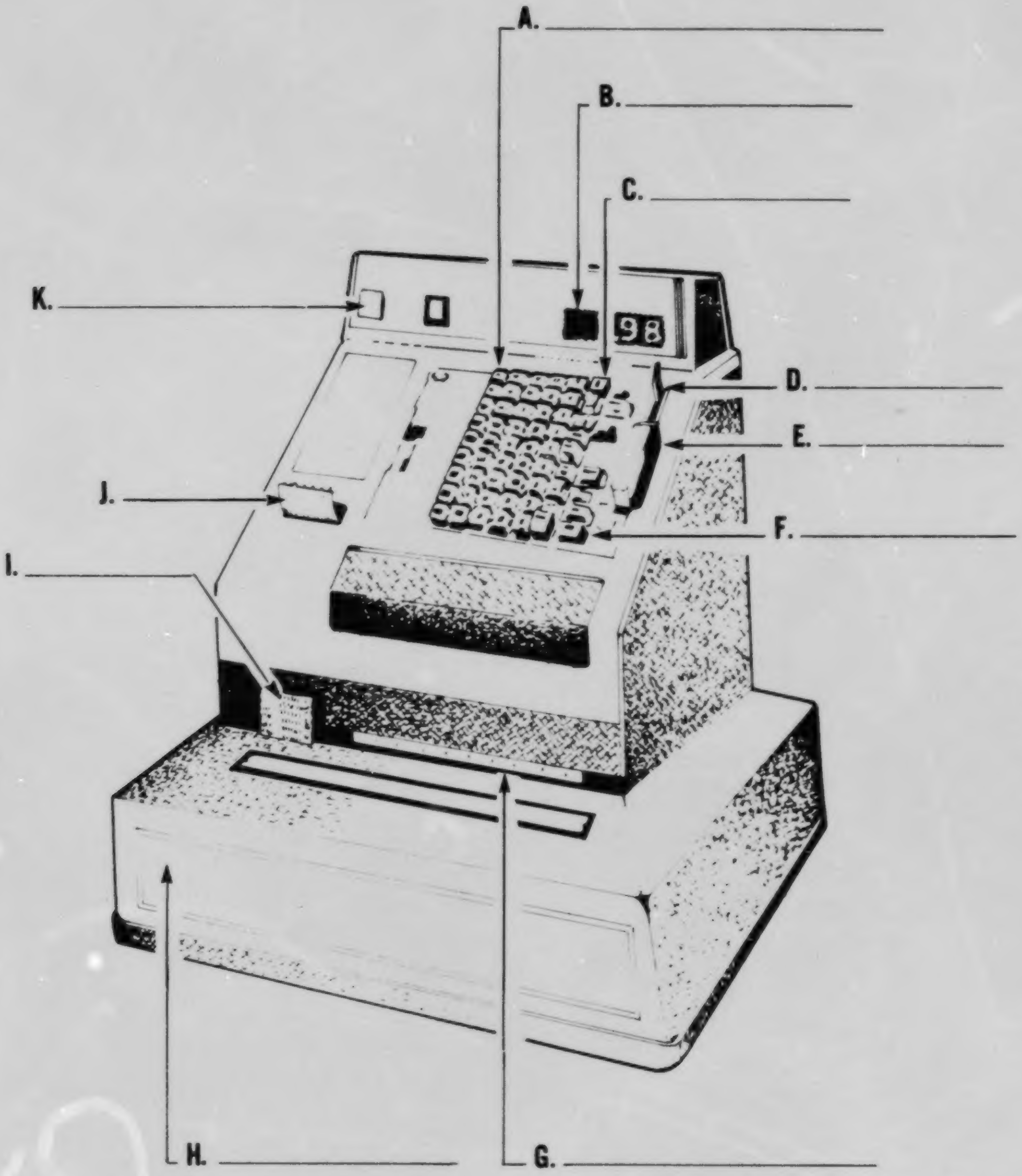
Example:

Sales No.	Amount of Sale	Amount Received	Coins					Bills		
			1¢	5¢	10¢	25¢	50¢	$1	$5	$10
A	$1.98	$5.00	2					3		

Sales No.	Amount of Sale	Amount Received	Coins					Bills		
			1¢	5¢	10¢	25¢	50¢	$1	$5	$10
1	$ 9.15	$20.15								
2	24.95	50.00								
3	12.40	15.00								
4	32.41	40.00								
5	15.25	20.25								
6	27.80	30.00								
7	8.12	10.00								
8	13.07	20.00								
9	18.21	20.00								
10	14.67	20.00								

ASSIGNMENT SHEET #5--IDENTIFYING PARTS OF A CASH REGISTER

Directions: Label the parts of the cash register shown below by writing the name of each next to the correct letter.



TICKET SELLER

ASSIGNMENT SHEET #6--OPERATION OF THE CASH REGISTER

Directions: Fill in the blanks with the correct word or words.

1. An employer can usually get detailed instructions from the ____________________ on how to operate the cash register.
2. The cash register is an ____________ and ____________ machine which should be handled with care.
3. Most registers have ______________ keys, ____________ keys, and ____________ keys to complete a purchase.
4. The ____________ permits an accurate reading at the end of the day or shift.
5. Some registers will print a receipt with ______________, ______________, and ______________.
6. Voids (overrings, underrings) and sales usually have to be accounted for by ____________________.
7. The automatic change maker will deliver amounts of change up to ______________.
8. It is the job of the ________________ to keep the automatic change maker filled.

TICKET SELLER

ASSIGNMENT SHEET #7--BALANCING THE CASH REGISTER

Directions: After reading the instructions and looking over the example balance sheet below, complete the balance sheet on the following page.

The cash register has $130.00 in it, and there should be $55.00 worth of totaled customer tickets. Count all the cash on hand and record the amount. Total all the tickets or read the sales tape on the cash register and then subtract the amount of sales from the cash on hand. Compare this difference of the two amounts with the amount of cash that was in the register before any sales were received. If the two amounts are the same, the register balances.

Example:

Balance Sheet

Original change bank					$ 75.00
Total cash on hand after sales					130.00
Coins		Bills			
Half-dollars	$15.50	Ones	$28.00		
Quarters	19.00	Fives	25.00		
Dimes	8.30	Tens	10.00		
Nickels	3.50	Twenties	20.00		
Pennies	.70				
	47.00		83.00	=	$130.00
Total cash on hand					$130.00
Change bank					75.00
Total customer sales					$ 55.00
Double Check					
Change bank					$ 75.00
Total customer sales					55.00
					$130.00

Balance Sheet

Original change bank $ 75.00

Total cash on hand after sales _______ (a)

Coins		Bills	
Half-dollars	$12.50	Ones	$21.00
Quarters	7.25	Fives	10.00
Dimes	3.60	Tens	20.00
Nickels	2.95	Twenties	60.00
Pennies	.23		

$_____ (b) + $______ (c) = ________ (d)

Total cash on hand $________ (e)

Change bank $ 75.00

Total sales $________ (f)

Double Check

Change bank $ 75.00

Total sales + $________ (g)

Total $________ (h)

TICKET SELLER

ASSIGNMENT SHEET #8--OPENING AND CLOSING DUTIES

Directions: Write True or False in each blank by the following statements. If the statement is false, explain why.

_______ 1. It is the employer's job to obtain the change bank for the cash register at the beginning of each shift.

_______ 2. The ticket seller must count the money to be used for change and make sure it is correct.

_______ 3. The ticket seller should arrive in time to set up the cash register in order to leave work early.

_______ 4. Count the money (shift or day's receipts) in public view to impress people.

_______ 5. When closing out a cash register, separate money according to denominations, then count and put it under the counter for the next shift.

_______ 6. By subtracting the amount in the money bank from the total amount in the cash register, the amount of sales will be known.

_______ 7. It is the duty of the ticket seller to fill the automatic change maker, if one is used.

TICKET SELLER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. 4

B. 7

C. 5

D. 6

E. 2

F. 8

G. 9

H. 1

I. 3

Assignment Sheet #2

1. Any four of the following
    a. Hairlines on portraits may blend into the background
    b. Points around the colored seal may not be clear and sharp
    c. Crisscross lines on the border are often not clear and distinct
    d. Serial numbers may be out of line, poorly spaced, or printed too light or dark
    e. The color of a bill may be too light or dark
    f. Bills will often appear to be too clean, stiff, or thick
    g. Compare any unusual bill to another bill of the same denomination

2.
    a. Washington
    b. Jefferson
    c. Lincoln
    d. Hamilton
    e. Jackson
    f. Grant

3. a. Cheats ticket seller by using confusion or distraction

   b. Interrupts the ticket seller while making change and asks for change in a different denomination

   c. Rushes the cashier and demands additional purchases at an inappropriate time

4. a. Ask the customer to wait and then finish the transaction to avoid being confused and distracted

   b. Do not argue with customers

   c. Have the customer's money in your hand before giving any change, even if the customer asks for change several times

   d. Always call out loud the denomination of the bill the customer hands you

   e. Close the cash drawer and contact the supervisor if total confusion occurs

5. a. Examine both sides of a bill

   b. Look for unusual markings

   c. Let the person know you found a marking on the bill

   d. Do not place money in the cash drawer until the customer has indicated that the correct amount of change was received

   e. Place any marked bill under the cash drawer tray

6. a. Be quick to notice strange cars

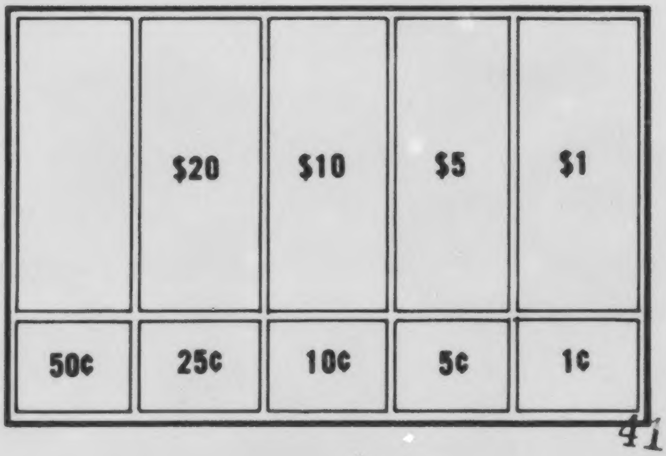
   b. Do what a robber says without arguing

   c. Remember the robber's description

   d. Get the license number and make of the vehicle

Assignment Sheet #3

1.



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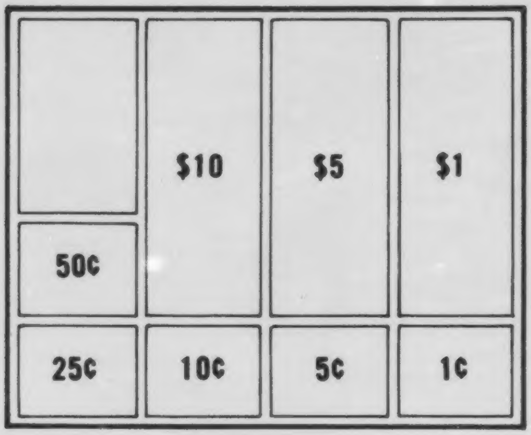


Assignment Sheet #4

1. $1, $10
2. 5¢, $5, $20
3. 10¢, 50¢, $1, $1
4. 1¢, 10¢, 25¢, 50¢, $1, $1, $5
5. $5
6. 10¢, 10¢, $1, $1
7. 1¢, 1¢, 1¢, 10¢, 25¢, 50¢, $1
8. 1¢, 1¢, 1¢, 5¢, 10¢, 25¢, 50¢, $1, $5
9. 1¢, 1¢, 1¢, 1¢, 10¢, 25¢, 50¢, $1
10. 1¢, 1¢, 1¢, 5¢, 25¢, $5

Assignment Sheet #5

A. Numerical keys
B. Amount indicator
C. Lettered keys
D. Key release lever
E. Operating bar
F. Special keys
G. Activity counter or money slab
H. Cash drawer
I. Detail or audit tape
J. Receipt
K. Transaction indicator

Assignment Sheet #6

1. employer
2. expensive, delicate
3. numerical, lettered, special
4. detail
5. amount of purchase, change returned, date included
6. $1
7. ticket seller

Assignment Sheet #7

a. $137.50

b. $ 26.50

c. $111.00

d. $137.50

e. $137.50

f. $ 62.50

g. $ 62.50

h. $137.50

Assignment Sheet #8

false 1. It is the duty of the employee.

true 2.

false 3. The employee arrives early enough to allow for setting up the register to avoid delays in helping the customers.

false 4. Counting money within public view is unsafe.

false 5. Place the money in a safe place or give it to the employer for safekeeping.

true 6.

true 7.

TICKET SELLER

JOB SHEET #1--ARRANGING A CASH DRAWER

I. Materials and equipment required

   A. Paper money

   B. Simulated coins

   C. Bogus checks

   D. Cash drawer

II. Procedures:

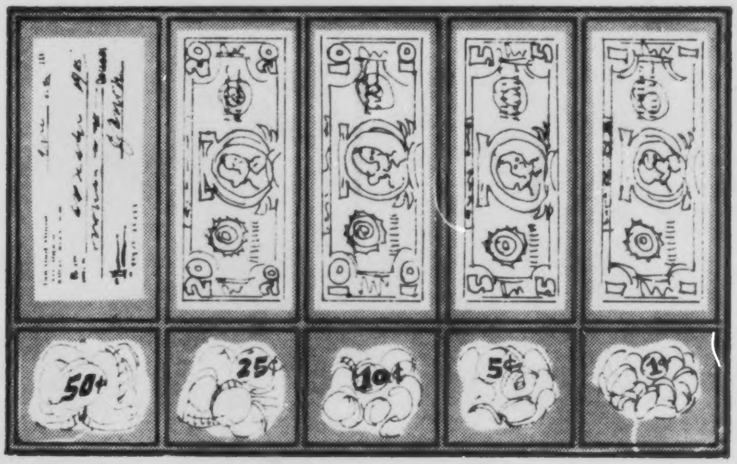
   A. Inspect the cash drawer for the number of rows with sections for various denominations.

   B. Place personal checks in either the back row on the left-hand side or under the cash tray.

   C. Place bills in the back row of the cash drawer starting with the lowest denomination and consecutively placing higher denominations in the other spaces.

   (NOTE: Bills may be placed in the back row of the cash drawer starting from either the right or the left-hand side.)

   D. Place bills with the facial pictures on top facing the same direction.



   E. Place coins in the front row spaces starting from lowest to highest value.

   (NOTE: Have your lowest-value coin corresponding with your lowest bill. No special division is usually made for silver dollars.)

TICKET SELLER

JOB SHEET #2--MAKING CHANGE

I. Tools, materials, and equipment required:

A. Cash register

B. Play money

C. Simulated tickets

II. Procedures

A. Give the customer an appropriate greeting

B. Add the amount of articles to be sold

C. Look at the customer and state the amount of the bill

D. After the customer provides money for payment, state the amount owed, and the amount received from the customer

Example: "That will be sixteen dollars out of twenty dollars."

(Place the money received from the customer on the slab or ledge of the cash register while you are making change so there will be no question about what the customer gave you.)

E. Record the amount of the sale on the cash register

F. Count out the correct change from the cash drawer or into your own hands first

1. You should be able to figure the amount of change without using a pencil and paper, if there is not a change maker

2. One method if making change is by starting with the amount of the sale and counting up until you reach the amount the customer gave you

G. Close the cash register drawer

H. Count change out loud to the customer, beginning with the amount of the sale

Example: "That will be sixteen out of twenty--seventeen, eighteen, nineteen, and twenty--thank you."

I. Hand bills to the customer face up

J. Thank the customer

K. Now place money received from customer in the cash register

TICKET SELLER

JOB SHEET #3--USING AUTOMATIC CHANGE MAKER

I. Materials and equipment required:

   A. Automatic change maker

   B. Play money

   C. Play change

   D. Articles for sale

   E. Cash register

II. Procedures:

   A. Give the customer an appropriate greeting

   B. Add the prices of the articles

   C. Look at the customer and state the amount of the bill

   D. After the customer provides money for payment, place the money on the slab or ledge of the register. State the amount owed and the amount received from the customer.

   E. Record the amount of the sale on the cash register

   F. Withdraw the paper currency needed

   G. Press the keys on the change maker for the correct change

   H, Repeat the amount of the change to the customer

   I. Glance at the coin cup to make sure the change is correct

   (Note: It is easy to press incorrect keys, so always double check the cup.)

   J. Count out the bills to the customer

   K. Thank the customer

   L. Place the money received in the cash register

JOB SHEET #4--PROCESSING CREDIT CARDS

I. Materials and equipment required:

   A. Credit card machine

   B. Credit cards

   C. Charge slips

II. Procedures:

   A. Ask the customer if cash or a credit card will be used for payment

   B. Determine if the credit card can be accepted

   C. Obtain the proper charge slip for the credit purchase

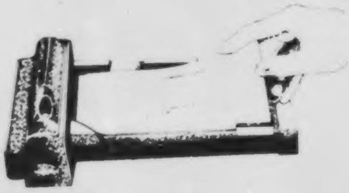
   D. Write the date of the sale or set the machine so that it will print the correct date on the charge slip

   E. Write a description of the sale and the amount of each charge, including the sales tax and total, in the correct place on the form

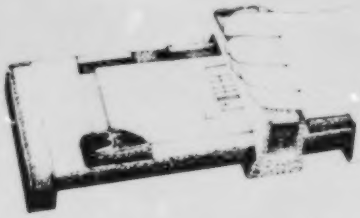
   (Note: Be sure your handwriting is neat and readable.)

   F. Place the customer's credit card face up on the machine

   G. Place the charge slip face up in the machine, over the credit card



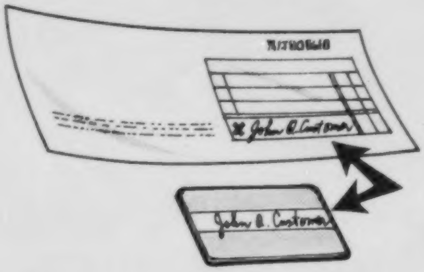
H. Move the handle across the machine and back to the original position



I. Remove the slip and card from the machine

J. Have the customer sign the slip

K. Compare the signature against the credit card signature



L. Return the credit card to the customer

M. Give the customer the proper copy of the charge slip

N. Place the original and other copies in a cash drawer or other designated place

O. Thank the customer when the transaction is completed

TICKET SELLER

JOB SHEET #5--PROCESSING CHECKS

I. Materials and equipment required:

  A. Simulated checks

  B. Identification cards

II. Procedures:

  A. Give the customer an appropriate greeting

  B. Ask the customer if payment for the sale will be made by cash, check, or credit card

  C. If payment is to be made by check, inform the customer that checks are limited only to the amount of the purchase

  D. State to whom the check should be written

  Example: "Make the check payable to . . ."

  E. When the customer gives the check, be sure that it is written completely in ink

  F. Inspect the check for the proper date (the date that the check is written)

  G. Verify the address and phone number of the customer

  H. Make sure the amount of the check is clearly written in numbers and words

  I. Have the customer initial any corrections that are made on the check

  J. Ask for proper identification and verify signature

  K. Place identification information on the check, using legible handwriting

  L. When inspecting the check, remember the following:

    1. Do not accept checks marked For Deposit Only

    2. Do not accept a check without the account number on it or with altered account numbers

    3. Do not accept checks with a company name typed rather than printed on the front

TICKET SELLER

UNIT TEST--SECTION I

1. Match the terms on the left with the correct definition by placing the correct number in the space provided.

___ a. compute

___ b. automatic

___ c. counterfeit bill

___ d. change maker

___ e. denomination

___ f. money manipulation

___ g. personal checks

___ h. credit card

___ i. shortchange artist

1. Card allowing a customer to charge or delay payment on purchases made
2. Illegally change the original design or form of money
3. Value or size of a piece of money
4. Figure an amount
5. Money made by an individual but not approved by the U. S. government
6. Ability of a machine to perform a function on its own
7. Checks given by the customer to pay for a sale
8. Person who is an expert in cheating the cashier by confusion and distraction
9. Makes change automatically when keys are pushed

2. Place a "✓" beside those credit cards which are commonly used

___ a. American Express

___ b. Carte Blanche

___ c. Neiman-Marcus

___ d. VISA

___ e. Social Security

___ f. Master Charge

TICKET SELLER

UNIT TEST--SECTION II

1. Explain ways of detecting counterfeit bills by answering the following:

   a. Place a "✓" beside the correct ways of detecting counterfeit bills.

   ___ (1) Hairlines on portraits may blend into the background.

   ___ (2) Crisscross lines on the border are too clear and distinct.

   ___ (3) Bills will often appear to be too clean, stiff, or thick.

   ___ (4) Serial numbers may be out of line

   ___ (5) Points around the colored seal are in great detail.

   ___ (6) The color of the bill may be too light or dark.

   ___ (7) Compare an unusual bill to a bill of a different denomination.

   b. Match the denomination of the bill with the correct portrait.

___	(1)	$1	(a)	Grant
___	(2)	$2	(b)	Jefferson
___	(3)	$5	(c)	Lincoln
___	(4)	$10	(d)	Jackson
___	(5)	$20	(e)	Washington
___	(6)	$50	(f)	Hamilton

2. Place a "✓" beside correct ways to avoid a shortchange artist.

   ___ a. Tend to the customer before finishing the transaction.

   ___ b. Argue with the customer if you believe you are right.

   ___ c. Have the customer's money in your hand before giving any change.

   ___ d. Call out loud the denomination of the bill the customer hands you.

   ___ e. Never call the supervisor unless you have been robbed.

3. List the types of money manipulation schemes

   a.

   b.

4. Write at least five items that should be remembered in a robber's description.

   a.

   b.

   c.

   d.

   e.

TICKET SELLER

UNIT TEST--SECTION III

1. Identify the operation of the cash register by answering the following:

   a. List the types of keys on most cash registers.

      (1)

      (2)

      (3)

   b. Explain the purpose of a detail tape.

2. Place a "✓" beside correct ticket seller responsibilities.

   ___ a. A ticket seller's supervisor must account for all sales and voids.

   ___ b. The change maker is filled by the ticket seller.

   ___ c. An amount of change up to $5 can be made with the automatic change maker.

   ___ d. The register reading at the end of the day or shift must equal the cash in the drawer plus the cash begun with.

TICKET SELLER

UNIT TEST--SECTION V

1. Write whether the duty is an opening or closing responsibility of a ticket seller.

________ a. Fill the automatic change maker

________ b. Balance the register by counting the cash

________ c. Count the money to be used for change

________ d. Count and record the amount of money on the balance sheet

________ e. Prepare a deposit slip, if required

________ f. Give the money to the supervisor for safekeeping

________ g. Allow enough time to set up cash register

________ h. Separate bills and coins into their proper places

TICKET SELLER

ANSWERS TO UNIT TEST

Section I

1. 3 a.
5 b.
6 c.
2 d.
4 e.
1 f.

2. ✓ a.
✓ b.
___ c.
✓ d.
___ e.
✓ f.

Section II

1. a.
✓ (1)
___ (2)
✓ (3)
✓ (4)
___ (5)
✓ (6)
___ (7)

b.
(e) (1)
(b) (2)
(c) (3)
(f) (4)
(d) (5)
(a) (6)

2. ___ a.
___ b.
✓ c.
✓ d.
___ e.

3. a. Marked bills
b. Split bills

4. List should include at least five of the following:

sex, approximate age, nationality, height, weight, build, complexion, eyes and hair colors, clothing, voice, tattoos, scars, limp, type of weapon

Section III

1. a.

    (1) numerical keys

    (2) lettered keys

    (3) special keys

   b. Detail tape permits accurate reading of the total amount at the end of the day minus the amount of the reading at the beginning of the day or shift

2. ___ a.

   ✓ b.

   ___ c.

   ___ d.

Section IV

opening a.

closing b.

opening c.

closing d.

closing e.

closing f.

opening g.

opening h.

COPY CUTTER

DOT NO. 221.167-010

COPY CUTTER (print. & pub.)

DOT NO. 221.167-010

Coordinates activities of workers engaged in setting of copy into type; examines, apportions, and distributes editorial and classified advertising copy to compositors (print. & pub.); Linotype operators (print. & pub.); or Monotype operators (print. & pub.).

General Responsibilities

* Examines copy to determine time and date for publication, type style, and size specified for headings and body
* Determines size of sections to be cut and distributed, according to time available for setting type
* Cuts copy into sections, marks sections with type size if cuts are to be used, and distributes to composing room
* May mark sections to aid in assembling type and cuts in galley

COPY CUTTER

OVERALL OBJECTIVE

After completing this unit, the student will be able to recognize several different kinds of printing machines and the type they produce as well as being able to determine the classification of type and type size.

OCCUPATIONAL INFORMATION

In 1976, over 400,000 workers were employed to produce newspapers, magazines, business forms, and hundreds of other printed materials. Through the mid-1980's opportunities to enter the printing industry will come from the need to replace experienced workers. Employment growth will provide job openings in some areas, but labor saving technological developments will replace workers and limit growth in employment.

Copy cutters are still in demand in newspaper offices and other printing areas. As a copy cutter, a person may be trained in several related occupations, as well as a copy cutter. Salaries range from minimum wage scales for entry level positions to higher hourly rates for more experienced workers.

COPY CUTTER

INSTRUCTORS' RESOURCE SHEET

I. Objective Sheet and Occupational Information

A. Discuss the unit objective with students

B. Show the relationship of the objective with the occupaional information

C. Add information and/or objectives when localizing the unit to suit your particular training needs

II. Information Sheets

A. Information Sheet #1--Methods of Type

1. This information will familiarize the student with the different kinds of machines that make type

2. Terms and definitions will help the student define different type composition

3. A field trip to a printing establishment or newspaper printing shop will help students understand the process

4. To reinforce the learning of this information, use the following:

a. Assignment Sheet #1--Methods of Type

b. Assignment Sheet #2--Metal Type

c. Assignment Sheet #3--Cold Type

B. Information Sheet #2--Classification of Type

1. This information will show the student some of the different types that are used in printing

2. Use Assignment Sheet #4--Classification of Type, to reinforce this information

C. Information Sheet #3--Units of Measure and Type Sizes

1. This information presents techniques for measuring type to determine where and how it is to be used

2. Stress to students that choosing the correct type size for each specific job is very important

3. Use Assignment Sheet #5--Use of the Line Gauge, to reinforce information given

D. Information Sheet #4--Proofreading and Marking Copy

1. Stress to students the accuracy needed in using proofreading symbols

2. Use Assignment Sheet #6--Proofreading Marks, for the students to identify the symbols

III. Transparency Masters

Use the following transparency masters as either student handouts or transparencies to be used with a classroom discussion

A. TM-1--Foundry Type Machine

B. TM-2--Monotype Machine

C. TM-3--Linotype and Intertype Machines

D. TM-4--Ludlow Machine

E. TM-5--Wood Type

F. TM-6--Letterpress Printing Plates

G. TM-7--Photocopying Machine

H. TM-8--Classification of Type

1. Use the transparency master as either a student handour or a transparency to be used with a classroom discussion

2. Relate the illustration to Information Sheet #2--Classification of Type

I. TM-9--Type Sizes

1. Use the transparency master as either a student handout or a transparency to be used with a classroom discussion

2. Relate the different sizes of type to the information on Information Sheet #3--Units of Measurement and Type Sizes

J. TM-10--Line Gauge

1. Use the transparency master as either a student handout or a transparency to be used with a classroom discussion

2. Relate the illustration to Information Sheet #3--Units of Measurement and Type Sizes

K. TM-11--Clip Art

   1. Use the transparency master as either a student handout or a transparency to be used with a classroom discussion

   2. Add examples of Clip Art pages or illustrations from magazines

L. TM-12--Hand Drawn Lettering

   1. Use the transparency master as either a student handout or a transparency to be used with a classroom discussion

   2. Show students several examples of hand drawn lettering

M. TM-13--Preprinted Type

   1. Use the transparency master as either a student handout or a transparency to be used with a classroom discussion

   2. Show students examples of pre-printed type. Have students bring examples to class for discussion

N. TM-14--Typewriter-Standard and Special Typewriter

   Use the transparency master as either a student handout or a transparency to be used with classroom discussion

O. TM-15--Symbols For Marking Copy

   1. Use the transparency master as either a student handout or a transparency to be used with a classroom discussion

   2. Relate the illustration to Information Sheet #4--Proofreading and Marking Copy

IV. Assignment Sheets

   A. Assignment Sheet #1--Methods of Type

      1. Have the students use Information Sheet #1 as an aid in completing the assignment sheet

      2. Add any questions necessary

   B. Assignment Sheet #2--Metal Type

      1. Have the students use Information Sheet #1 to aid in completing the assignment sheet

      2. Include any additional terms necessary

C. Assignment Sheet #3--Cold Type

   1. Have the students use Information Sheet #1 to aid in completing the assignment sheet

   2. Use Transparency Masters, 7, 11, 12, 13, and 14 to aid the student

D. Assignment Sheet #4--Classification of Type

   1. Use Information Sheet #2 to aid students in identifying type faces

   2. Include other kinds of type necessary

E. Assignment Sheet #5--Use of the Line Gauge

   1. Have students use Information Sheet #3 to aid in completing the assignment sheet

   2. See Transparency #10 to show student full gauge

F. Assignment Sheet #6--Proofreading Marks

   1. Have student use Transparency master TM-15 to aid in completing the assignment sheet

   2. Add symbols you think are necessary

V. Answers to Assignment Sheets

A. If students have difficulty in answering some of the assignments, refer to the answer sheets

B. Any questions added to assignment sheets should be reflected on the answer sheets

VI. Job Sheet #1--Editing Material for Publication

A. Gather all materials and equipment necessary to perform job sheet

B. Evaluate students' performance of procedures outlined on job sheet

VII. Unit Test

A. The unit test has three parts. It may be given all at one time or in sections

B. If information has been added, questions may be listed to the test

VIII. Answers to Unit Test

A. Answers are provided for the questions asked

B. If questions are added to the test, the answers should be listed on the answer sheets

COPY CUTTER

ADDITIONAL RESOURCE MATERIAL

I. Material Currently Available

The following is instructional material taken from Volume II, ODP Teacher's Guide that will assist you in covering part of the responsibilities of the Copy Cutter. Vol. II, Unit XII (Entire Unit)

II. References:

A. Prust, Z. A., Photo-Offset Lithography, South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1977

B. Carter, Louie, Supervised Study Guide for Letterpress and Offset Printer, The University of Texas at Austin, 3rd ed., 1970

C. Cogoli, John E., Photo-Offset Fundamentals, Bloomington, Illinois: McKnight Publishing Company, 3rd ed., 1973

D. Cleeton, Glen U., Pitkin, Charles W. Cornwell, Raymond L., General Printing, Bloomington, Illinois: McKnight & McKnight Publishing Company, 3rd ed., 1963

COPY CUTTER

INFORMATION SHEET #1--METHODS OF TYPE

Terms and Definitions

A. Metal type--Type form made from metal that is set by hand or machine to form lines of type

B. Foundry type--Cast by a type-foundry in individual oblong units which are called "types" or "characters"

C. Type--Rectangular block bearing a relief character from which an inked print can be made

D. Character--A graphic symbol used in printing

E. Blank units--Spaces or various widths to provide spacing between words and other points

F. Monotype--Individual pieces of type, cast in the shop, in complete lines of individual letters and/or spaces for hand setting

G. Linotype and Intertype--Solid pieces of metal, cast on an entire line, with raised letters on one narrow edge which has been predetermined by the mold

H. Ludlow machine--Produces a solid line of type from hand-set and is used in displays, headings, advertising, and where large sizes of type are needed

I. Wood type--Very large sizes of type, set by hand, and are used over and over

J. Letterpress printing plates--Used to convert type forms onto film for offset platemaking

K. Mechanical--Finished copy of type proofs and art work ready for photo reproduction

L. Hand lettering--Art work produced by hand for use as camera copy

M. Camera copy--Illustrations and type matter to be photographed

N. Clip art--Commercially produced sheets or books of line and halftone illustrations, symbols, slogans, words, borders, decorations, etc.

O. Line copy--Work composed entirely of lines and solid tone areas

P. Halftone copy--Work which has graduations or variations in tone

Q. Preprinted type--Individual letters in tab form; self-adhesive letters, words, symobls, decorations, etc. in sheets or rolls; also, transfer type

R. Typewriter Composition--Reproduction done on either standard typewriter or specially designed models

S. Phototypesetting--Characters reproduced photographically in very fine detail and extreme enlargements without blurring

T. Galley--An oblong tray commonly of pressed steel with upright sides to hold set type

U. Cut--A pictorial illustration

COPY CUTTER

INFORMATION SHEET #2--CLASSIFICATION OF TYPE

There are several different kinds of type classification. They are identified by the style of each character. By using the different styles, you can convey various feelings and set moods for the reader. They can show boldness, dignity, delicacy, etc.

A. Text type has heavy strokes. This style is from the early scribes hand lettering.

B. Roman type was developed after Text and is easier to read. Most books use this type. There are many kinds of the Roman group. Note that the serif is different than the square serif.

C. Serif is a short line which stems from the upper or lower ends of the strokes of a letter.

D. Sans Serif type is bold and the letters are straight with no serifs.

E. Square Serif is characterized by serifs that are squared off. The type has uniform strokes.

F. Script and Cursive are both type styles that look like handwriting. The difference is that Script is connected and Cursive is not.

G. Decorative type is type that doesn't fit into any other group. There are several types that fit into this category, such as novelty or fancy.

The following are examples of some of the different kinds of type:

TEXT

Text

ROMAN

Roman

SANS SERIF

type

SQUARE SERIF

type

SCRIPT

Elegant

CURSIVE

type

DECORATIVE

type

COPY CUTTER

INFORMATION SHEET #3--UNITS OF MEASUREMENT AND TYPE SIZES

I. The system of measurement used by the graphic communications industry is called the Point system. There are two units of measurement, the Point and the Pica. Six picas are a little less than an inch and are divided into 12 points. A point is 0.01384 of an inch, as set by the type founders in the United States. Seventy-two points equal approximately one inch.

II. A commonly used measuring device is a printer's Line Gauge.

   A. The Line Gauge is a rule measuring in inches and picas.

   B. For practical use, it is commonly accepted that six picas equal one inch and 72 points equal one inch.

      1. 12 points = 1 pica

      2. 6 picas = 1 inch

      3. 72 points = 1 inch

      4. 72 picas = 1 foot

III. A number of newspapers use 7 1/2 and 7 3/4 type cast on 8-point bodies. The body is the greatest portion of the piece of type. It can also be called a shank.

IV. Type sizes are measured in points, the lowest being six and highest being 72. Type sizes are 6, 8, 10, 12, 30, 36, 48, and 72. By looking at the type size it is possible to determine how the copy will look after it is printed. For headlines or to make something stand out, a large size is used.

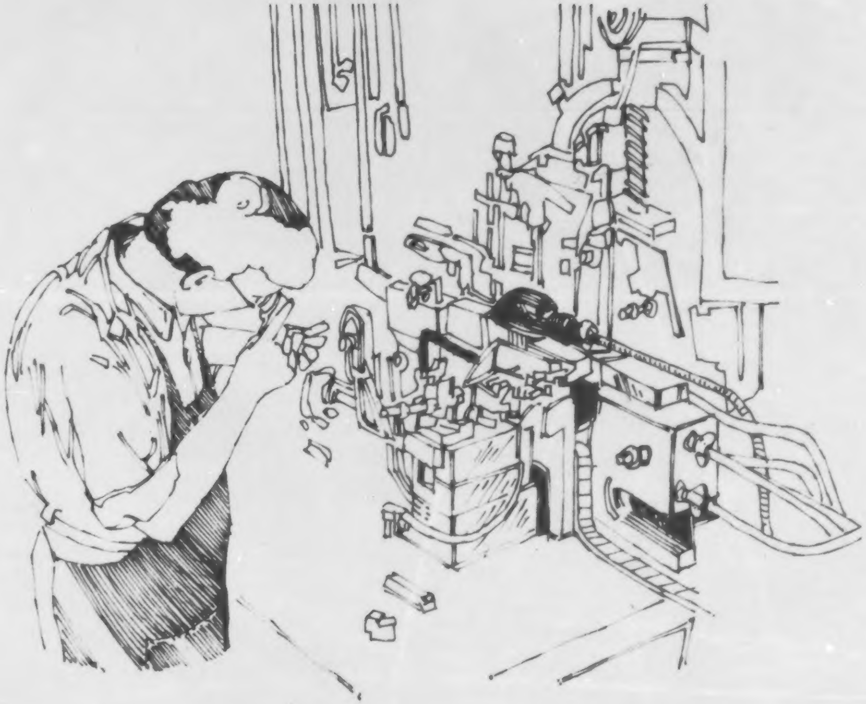
COPY CUTTER

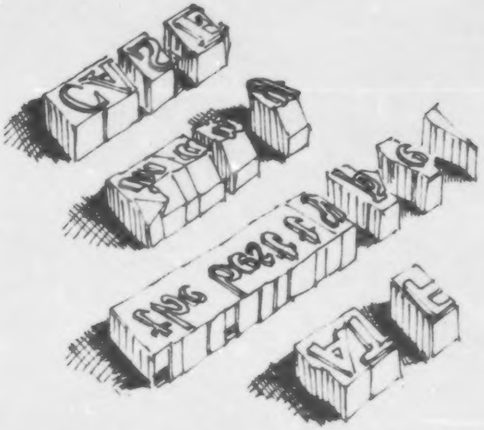
INFORMATION SHEET #4--PROOFREADING AND MARKING COPY

Material must be proofed (edited) before it is published. To save time, symbols have been created to quickly show what corrections have to be made on the draft copy. The symbols in this unit are general and most widely used in marking the copy. Most dictionaries have a list of the symbols used by proofreaders and what each one means. A dictionary should be kept close at hand, for reference, when proofreading.

X	Defective space	’/	Apostrophe
⊥	Push down space	”/	Quotation
9	Turn over	-/	Hyphen
℘	Take out	]	Move over
∧	Insert	¶	Paragraph
#	Insert space	no ¶	No paragraph
‿	Less space	wf	Wrong font letter
⁀‿	Close up entirely	tr	Transpose
⊙	Period	Caps	Capitals
,/	Comma	S.C.	Small capitals
(:)	Colon	l.c.	Lower case letters
;/	Semicolon	○	Spell out

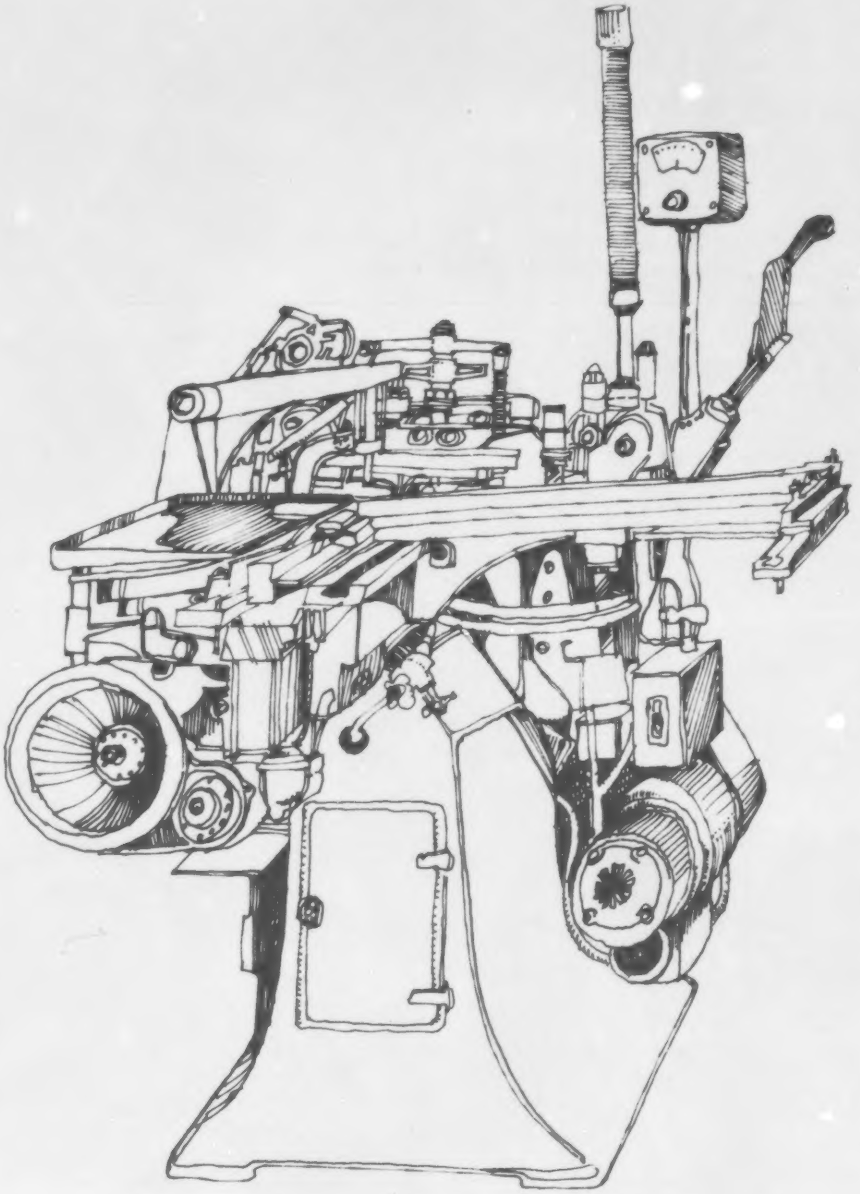
FOUNDRY TYPE



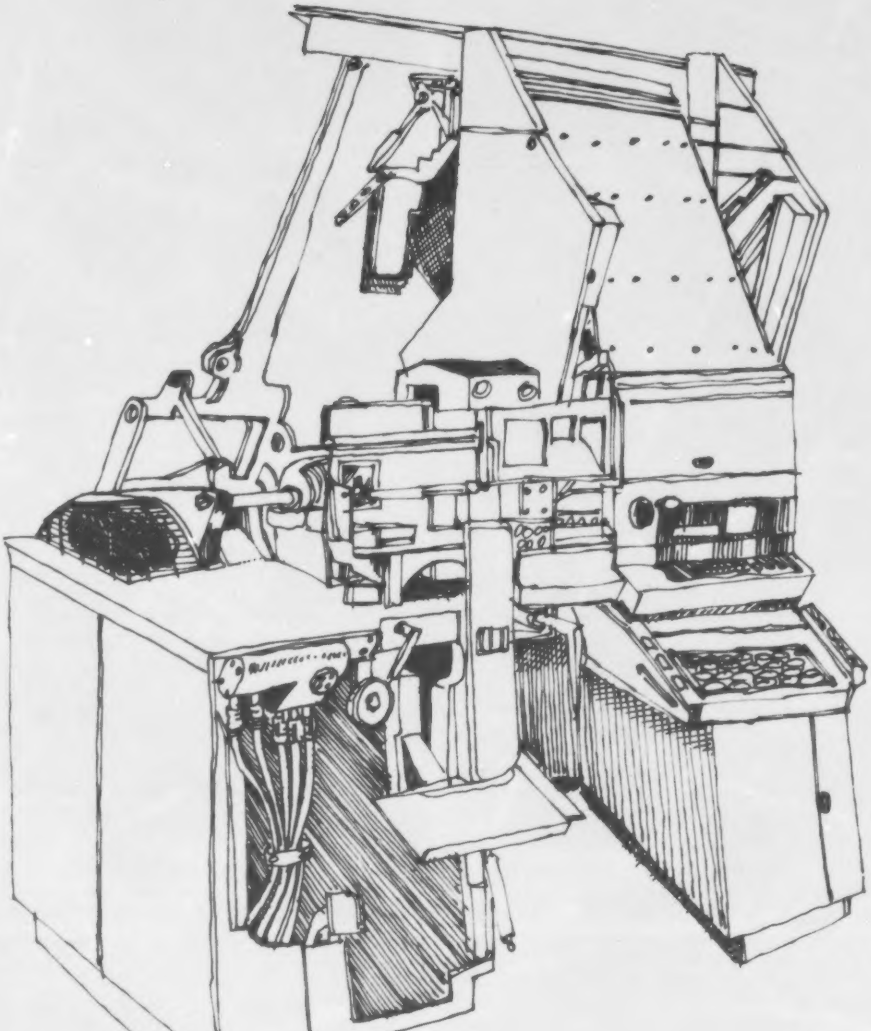


TM-1

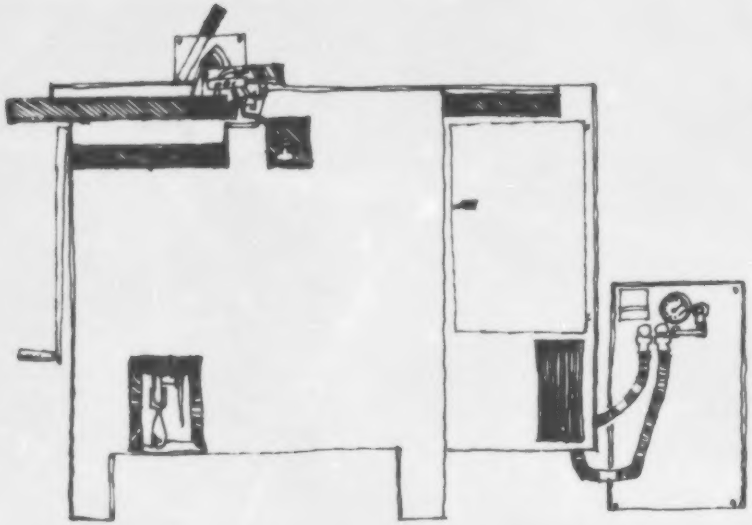
MONOTYPE



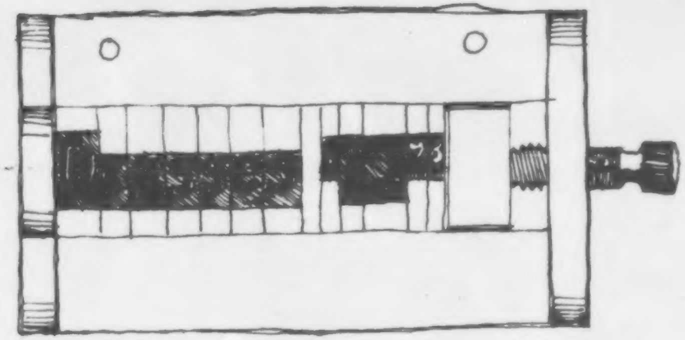
LINOTYPE AND INTERTYPE MACHINE



LUDLOW MACHINE

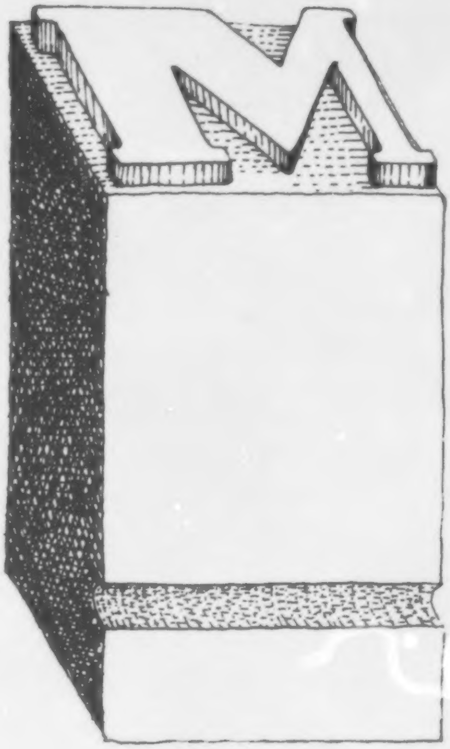


76

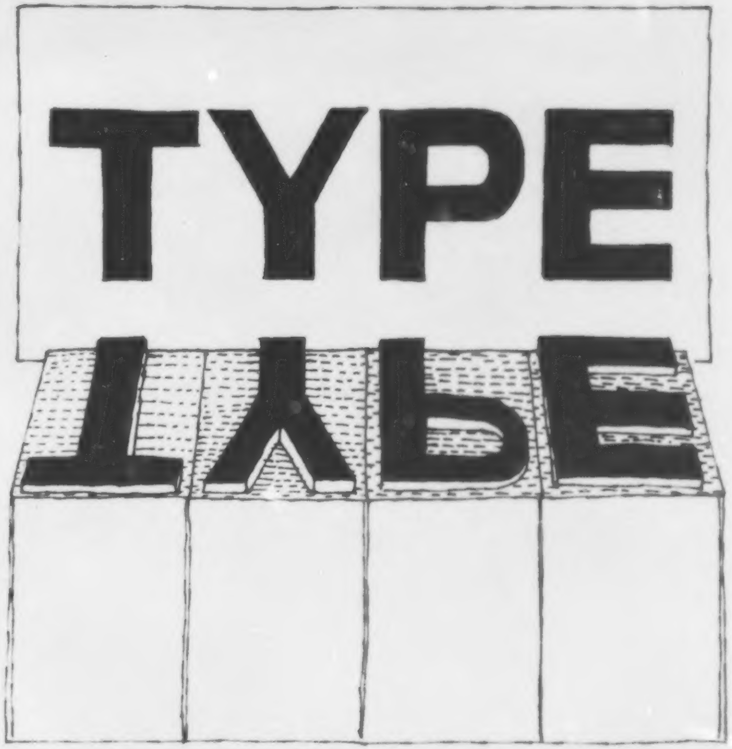


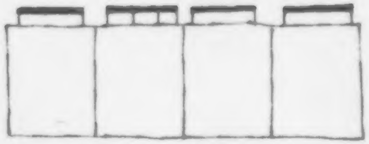
77

WOOD TYPE

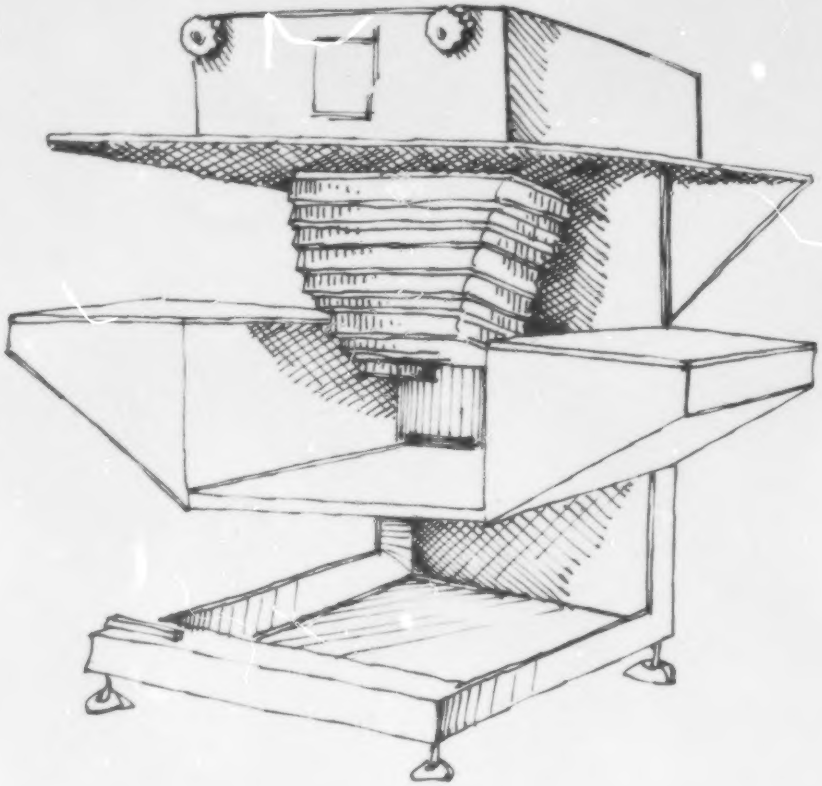


LETTERPRESS PRINTING PLATES





PHOTOCOPY MACHINE



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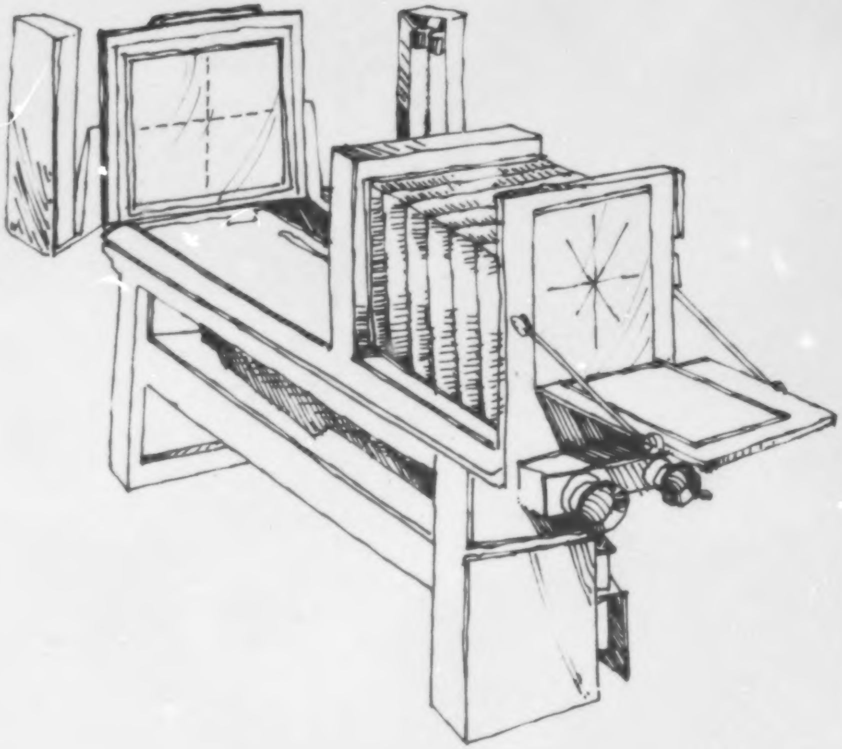
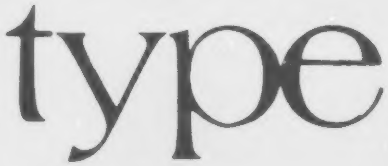
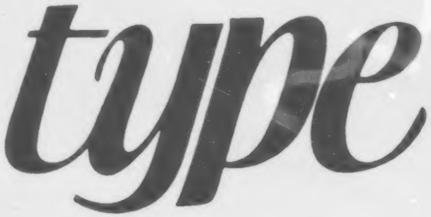


82

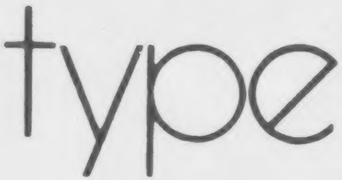
TM-7



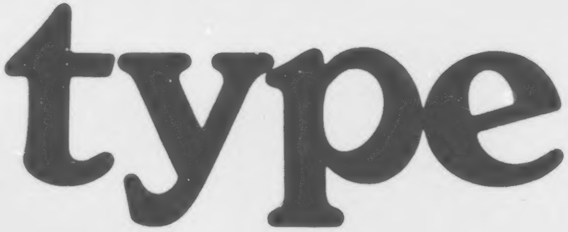
TRANSITIONAL



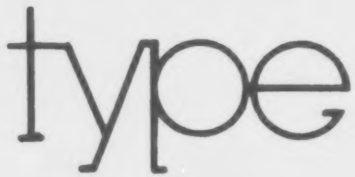
DECORATIVE



SANS SERIF



ROUND SERIF



SQUARE SERIF

TM-8

83

CLASSIFICATION OF TYPE

84

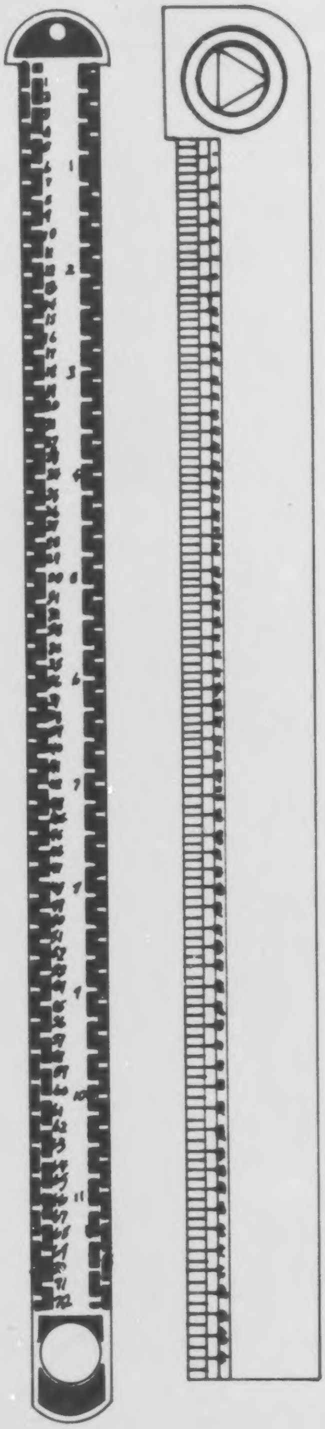
TYPE SIZES

6 point Helvetica Bold	**3.90**
7 point Helvetica Bold	**3.37**
8 point Helvetica Bold	**2.94**
9 point Helvetica Bold	**2.63**
10 point Helvetica Bold	**2.45**
11 point Helvetica Bold	**2.14**
12 point Helvetica Bold	**1.96**
14 point Helvetica Bold	**1.67**
18 point Helvetica Bold	**1.30**
24 pt. Helvetica Bold	**.97**

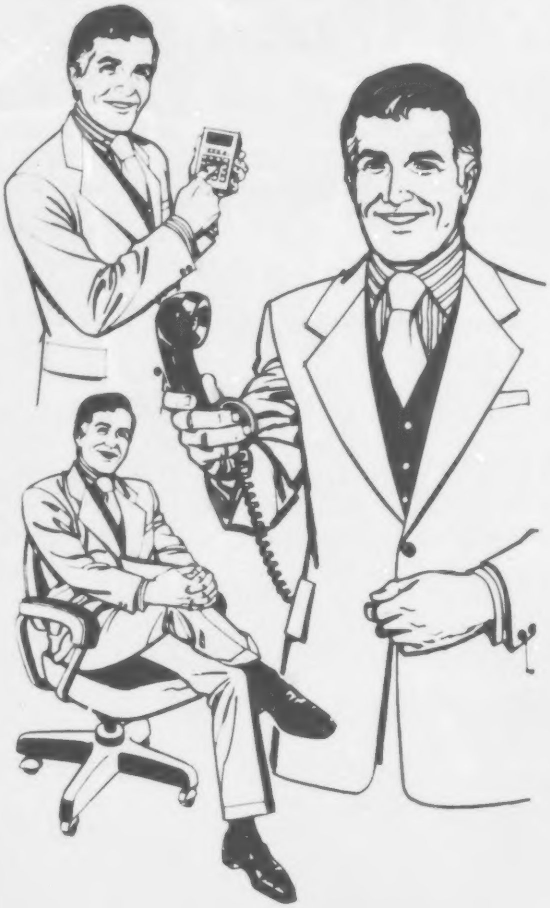
6 point Times Roman	4.27
7 point Times Roman	3.68
8 point Times Roman	3.18
9 point Times Roman	2.84
10 point Times Roman	2.55
11 point Times Roman	2.31
12 point Times Roman	2.12
14 point Times Roman	1.82
18 point Times Roman	1.41
24 point Times Roman	1.06

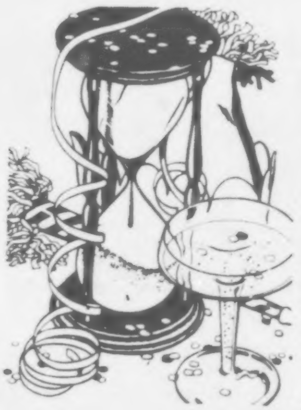
6 point Times Roman It.	*4.30*
7 point Times Roman It.	*3.66*
8 point Times Roman It.	*3.25*
9 point Times Roman It.	*2.86*
10 point Times Roman It	*2.56*
11 point Times Roman It.	*2.32*
12 point Times Roman It.	*2.12*
14 point Times Roman It.	*1.83*
18 point Times Roman It	*1.42*
24 point Times Roman It.	*1.06*

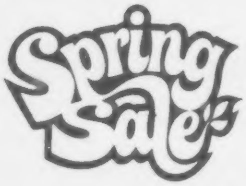
LINE GAUGE

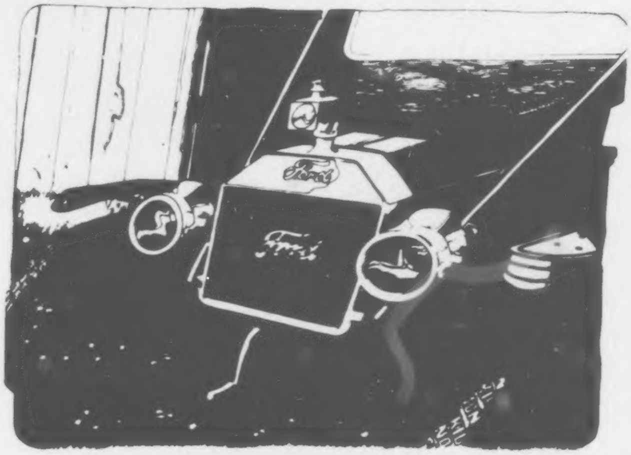


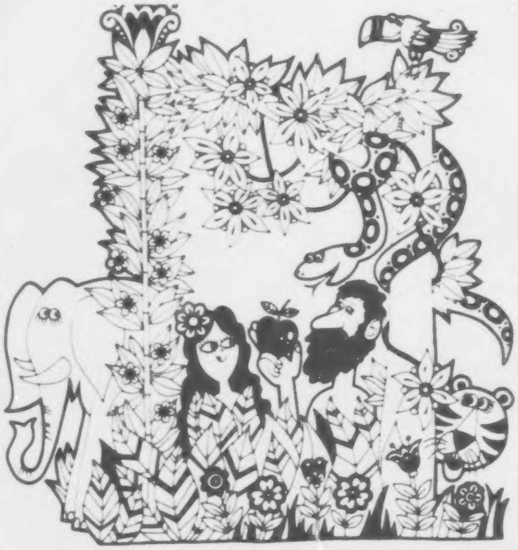
39






Spring Sale

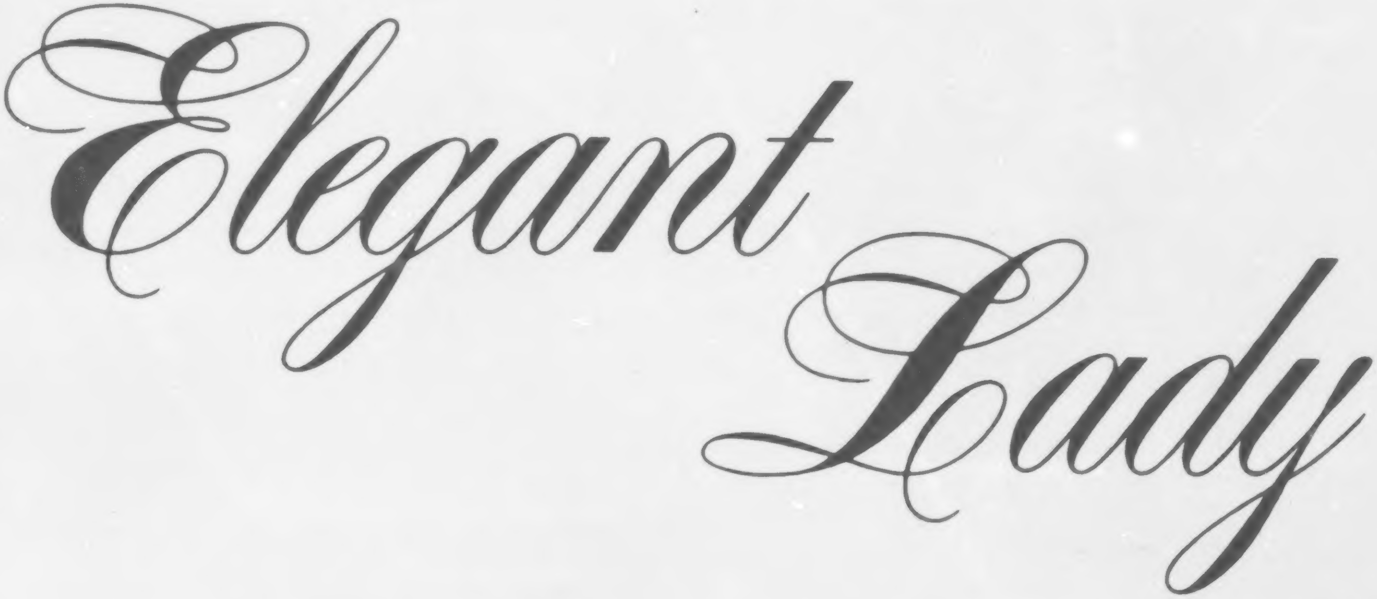




CLIP ART

TM-11

HAND DRAWN LETTERING


Elegant
Lady

PRE-PRINTED TYPE

AAABBBCCCCDD;

DDEEEEEEEEEEEEEFFFG

GGHHHHIIIIIIIIJJKKLLLL

LLMMMNNNNNNNNNOO;;

OOOOOOPPPPQQRRRR

RRRSSSSSSSSSTTTTTTT

TUUUUUUVVWWWXYYZZ

1111222223333444555566677

78889990000&??!£$()≋ «» • • ^ , ° °

84098

TYPEWRITER-STANDARD

Pica	ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklmnopqrstuvwxyz	!@#$%¢&*()_+¼:"? 1234567890-=½;'/
Pica		
Courier 10	ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklmnopqrstuvwxyz	!@#$%¢&*()_+¼"? 1234567890-=½'/
Bookface 10	ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklmnopqrstuvwxyz	!@#$%¢&*()_+¼"? 1234567890-=½'/
Delegate 10	ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklmnopqrstuvwxyz	!@#$%¢&*()_+¼"? 1234567890-=½'/
Prestige 10	ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklmnopqrstuvwxyz	!@#$%¢&*()_+¼"? 1234567890-=½'/
ORATOR 10	ABCDEFGHIJKLMNOPQRSTUVWXYZ ABCDEFGHIJKLMNOPQRSTUVWXYZ	!@#$%¢&*()_+¼"? 1234567890-=½'/
Symbol 10	∇∞ΨΦ←<Λ¶↑>§Ω∂∿↓ℓΓΘΣ→Ξ∝Δ≡T≃ αβψφε⌊ληι⌋κωμνοργθστξ×δχυζ	√|{}±⌈⌠⌈⌉⌡_⌋Π•∫ 1234567890 =∠π÷⌊

SPECIAL TYPEWRITER

Elite		
Courier 12	ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklmnopqrstuvwxyz	!@#$%¢&*()_+¼"? 1234567890-=½'/
Italic Courier 12	*ABCDEFGHIJKLMNOPQRSTUVWXYZ* *abcdefghijklmnopqrstuvwxyz*	*±@#$%¢&*()_+¼"?* *1234567890-=½'/*
Light Italic 12	*ABCDEFGHIJKLMNOPQRSTUVWXYZ* *abcdefghijklmnopqrstuvwxyz*	*!@#$%¢&*()_+¼"?* *1234567890-=½'/*
Script 12	*ABCDEFGHIJKLMNOPQRSTUVWXYZ* *abcedfghijklmnopqrstuvwxyz*	*±@#$%¢&*()_+°"?* *1234567890-=!'/*
Adjutant 12	ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklmnopqrstuvwxyz	!@#$%¢&*()_+¼"? 1234567890-=½'/
Prestige 12	ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklmnopqrstuvwxyz	!@#$%¢&*()_+¼"? 1234567890-=½'/
Scribe 12	ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklmnopqrstuvwxyz	[@#$%¢&*()_+°"?]234567890-=!'/
Letter Gothic 12	ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklmnopqrstuvwxyz	!@#$%¢&*()_+¼"? 1234567890-=½'/

SYMBOLS FOR MARKING COPY

×	Defective space
⊥	Push down space
9	Turn over
₰	Take out
∧	Insert
#	Insert space
‿	Less space
⁐	Close up entirely
⊙	Period
,/	Comma
(:)	Colon
;/	Semicolon
’∨	Apostrophe
“∨	Quotation
-/	Hyphen
⊐	Move over
¶	Paragraph
no ¶	
wf	Wrong font letter
tr.	Transpose
Caps	Capitals
s.c.	Small capitals
l.c.	Lower-case letters
○	Spell out

COPY CUTTER

ASSIGNMENT SHEET #1--METHODS OF TYPE

Directions: Answer each of the following questions:

A. List the three kinds of Hot Type

1.

2.

3.

B. List the three kinds of Cold Type

1.

2.

3.

C. Hot Type is ______________________ dimensional

D. Cold Type is ______________________ dimensional

COPY CUTTER

ASSIGNMENT SHEET #2--METAL TYPE

Directions: Define the following terms:

A. Metal type--

B. Foundry type--

C. Type--

D. Blank units--

E. Monotype--

F. Linotype and Intertype--

G. Ludlow machine--

H. Character--

COPY CUTTER

ASSIGNMENT SHEET #3--COLD TYPE

Directions: Place the correct number on the appropriate line in each sentence.

____ A. Illustrations and type matter to be photographed

____ B. Work composed entirely of lines and solid tone areas

____ C. Finished copy of type proofs and artwork ready for photo reproductions

____ D. Work which has graduation or variations in tone

____ E. Artwork produced by hand for use as camera copy

____ F. Commercially produced sheets or books of line and halftone illustrations, symbols, slogans, words, borders, decorations, and etc.

____ G. Characters reproduced photographically in very fine detail and extreme enlargments without blurring

____ H. Reproduction done on standard typewriters or specially designed models

____ I. Individual letters in tab form; self-adhesive letters, words, symbols, decorations, etc. in sheets or rolls, also transfer type

1. Typewriter Composition
2. Mechanical
3. Preprinted type
4. Hand Lettering
5. Camera Copy
6. Halftone Copy
7. Line Copy
8. Phototypesetting
9. Clip Art

COPY CUTTER

ASSIGNMENT SHEET #4--CLASSIFICATIONS OF TYPE

Directions: Identify the different classes of type

type

type

A. ______________________

B. ______________________

Text

type

C. ______________________

D. ______________________

Roman

Elegant

E. ______________________

F. ______________________

type

G. ______________________

COPY CUTTER

ASSIGNMENT SHEET #5--USE OF LINE GAUGE

Directions: Use a line gauge, if available, to measure the following type for correct sizes.

a. B

b. E

c. E

d. Helvetica

e. B

f. E

g. B

h. B

i. B

j. B

COPY CUTTER

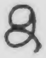
ASSIGNMENT SHEET #6--PROOFREADING MARKS

Directions: Identify each of the following symbols:

A. X

B. ⊥

C.

D. 

E. ∧

F. #

G. ‿

H. ⁐

I. ⊙

J. ,/

K. (:)

L. ;/

M. $\overset{,}{\vee}$

N. $\overset{,,}{\vee}$

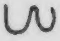
O. -/

P. ⊐

Q. ¶

R. no ¶

S. wf

T. tr. or 

U. $\underline{\underline{\underline{\text{Caps}}}}$

V. $\underline{\underline{\text{S.C.}}}$

W. l.c.

X. ○

COPY CUTTER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. 1. Metal type

2. Wood type

3. Letterpress printing plates

B. 1. Photo-copying existed printed work

2. Mechanical

3. Phototypesetting

C. three

D. two

Assignment Sheet #2

A. Metal type--Set by hand or machine to form lines of type

B. Foundry type--Cast by a type foundry in individual oblong units which are called "types" or "characters"

C. Type--Rectangular block bearing a relief character from which an inked print can be made

D. Blank units--Spaces of various widths to provide spacing between words and other points

E. Monotype--Individual pieces of type, cast in the shop, in complete lines of individual letters and/or spaces for hand setting

F. Linotype and Intertype--Solid pieces of metal, cast on an entire line, with raised letters on one narrow edge which has been predetermined by the mold

G. Ludlow machine--Produces a solid line of type from hand-set and used in displays, headings, advertising, and where large sizes of type are needed

H. Character--A graphic symbol used in printing

Assignment Sheet #3

A. 5 C. 2 E. 4 G. 8 I. 3

B. 7 D. 6 F. 9 H. 1

Assignment Sheet #4

A. Cursive

B. Decorative

C. Text

D. Square serif

E. Roman

F. Script

G. Sans serif

Assignment Sheet #5

a. 24

b. 10

c. 18

d. 6

e. 72

f. 12

g. 36

h. 8

i. 48

j. 30

Assignment Sheet #6

A. Defective space

B. Push down space

C. Turn over

D. Take out

E. Insert

F. Insert space

G. Less space

H. Close up entirely

I. Period

J. Comma

K. Colon

L. Semicolon

M. Apostrophe

N. Quotation

O. Hyphen

P. Move over

Q. Paragraph

R. No paragraph

S. Wrong font letter

T. Transpose

U. Capitals

V. Small capitals

W. Lower case letters

X. Spell out

COPY CUTTER

JOB SHEET #1--EDITING MATERIAL FOR PUBLICATION

I. Tools, materials, and equipment needed:

  A. Pen or pencil

  B. Copy of proofreader's marks

  C. Dictionary

  D. Material entitled "Gathering Information" on the back of this page

II. Procedures:

  A. Proofread carefully for typographical errors. Other areas to check closely are:

    1. Spelling, grammar, punctuation, capitalization, word division, and paragraphing must be correct

    2. All unfamiliar terms should be defined

    3. Content should be logically organized and clearly stated

  B. Read material for meaning

  C. Use proofreaders' marks when editing

Gathering Information

the enitial step in the perperation of matereal for publicaton is to locat all neccessary infromation sources other peopel in the bussiness establishment maybe interveiwed and information should be retrieved from the fills in addition publication should be consulted such as books pamphlets periodicals gov't publications atlases special dictionerys and hand boods as data is gathred the amd. asst. must takes notes useing a consistant and organized proceedure. since index card allow for ease in handleing and may be arranged & rearanged repidly many secretarys use them for recording there research if information is copyed verbatim the sorce & page number should be noted careful on the card to show emphasis & importence of the material underscoring may be used when all the neccessary information is gathered the adm. asst. should arange the card in proper sequince, eleminate repetitve information and number the cards.

From the content of the card the outline for the first draft can be developed.

Answer to Job Sheet

Gathering Information

→ 34.

the enitial step in the preperation of matereal for publicaton is to locat all neccessary infromation sources other peopel in the bussiness establishment maybe interveiwed and information should be retrieved from the fils in addition publication should be consulted such as books pamphlets periodicals gov't publications atlases special dictionrys and hand books as data ~~is~~ are gathred the adm. asst. must takes notes useing a consistint and organized proceedure. since index card allow for ease in handleing and may be arranged & rearanged rapidly many secretarys use them for recording there research if information is copyed verbatim the sorce & page number should be noted careful on the card to show emphasis & importence of the material underscoring may be used when all the neccessary information is gathered the adm. asst. should arange the card in proper sequince, eleminate repetitive information and number the cards.

No ¶ From the content of the cards the outline for the first draft can be developed.

COPY CUTTER

UNIT TEST--PART I

Write TRUE or FALSE in the space at the left to answer the following:

______ a. Metal type is two dimensional

______ b. Wood type can be used over and over

______ c. Foundry type is solid pieces of metal, cast on an entire line

______ d. A character is a graphic symbol used in printing

______ e. Camera copy is illustrations and type matter to be photographed

______ f. Typewriter composition can only be done on a standard typewriter

______ g. A cut is a pictorial illustration

______ h. Preprinted type comes in sheets or rolls

______ i. Clip art is commercially produced

______ j. The Ludlow machine produces a type which is used in displays and advertising

______ k. Script is a classification of type

______ l. A line gauge is a ruler showing only picas

COPY CUTTER

UNIT TEST--PART II

In the following sentences, fill in the blanks with the correct answers

a. Classification of type is according to ____________

b. __________ picas equal about one inch

c. A printer uses a _____________ as a measuring device

d. Foundry type is _______________ type

e. Work composed of solid tone areas is _______________

f. A __________ is an oblong tray of pressed steel with sides to hold set type

g. Rectangular block bearing a relief character from which an inked print can be made is ________________

h. Clip Art is sheets or books produced _______________ of line and ________________ illustrations

COPY CUTTER

UNIT TEST--PART III

Match the correct symbol with the explanation on the following:

______	A.	Hyphen	1.	X
______	B.	Lower case letters	2.	⊥
______	C.	Close up entirely	3.	ℊ
______	D.	Wrong font letter	4.	ȣ
______	E.	Colon	5.	∧
______	F.	Spell out	6.	#
______	G.	Capitals	7.	‿
______	H.	Semicolon	8.	⁐
______	I.	Less space	9.	⊙
______	J.	Defective space	10.	,/
______	K.	Move over	11.	(:)
______	L.	Push down space	12.	;/
______	M.	No paragraph	13.	∨'
______	N.	Period	14.	∨"
______	O.	Take out	15.	-/
______	P.	Transpose	16.	⊐
______	Q.	Comma	17.	¶
______	R.	Turn over	18.	no¶
______	S.	Insert	19.	wf
______	T.	Small capitals	20.	tr. or ∽
______	U.	Insert space	21.	Caps.
______	V.	Apostrophe	22.	s.c.
______	W.	Paragraph	23.	l.c.
______	X.	Quotation	24.	○

COPY CUTTER

ANSWERS TO UNIT TEST

I. a. False
b. True
c. False
d. True
e. True
f. False
g. True
h. True
i. True
j. True
k. True
l. False

II. a. design
b. Six
c. Line gauge
d. metal
e. line copy
f. galley
g. type
h. Commercially, halftone

III. A. 15
B. 23
C. 8
D. 19
E. 11
F. 24
G. 21
H. 12
I. 7
J. 1
K. 16
L. 2
M. 18
N. 9
O. 4
P. 20
Q. 10
R. 3
S. 5
T. 22
U. 6
V. 13
W. 17
X. 14

CLERK, GENERAL

DOT NO. 209.562-010

CLERK, GENERAL (clerical)

DOT NO. 209.562-010

Performs any combination of following and similar clerical tasks requiring limited knowledge of systems or procedures.

General Responsibilities

- Writes or types bills, statements, receipts, checks, or other documents, copying information from one record to another
- Proofreads records or forms
- Counts, weighs, or measures material
- Sorts and files records
- Receives money from customers
- Deposits money in bank
- Addresses envelopes or packages by hand or with typewriter or addressograph
- Stuffs envelopes by hand or with envelope stuffing machine
- Answers telephone, conveys messages, and runs errands
- Stamps, sorts, and distributes mail
- Stamps or numbers forms by hand or machine
- Copies documents, using office duplicating equipment

CLERK, GENERAL

OVERALL OBJECTIVE

After completing this unit, the student should be able to perform basic clerical procedures, such as proofreading materials, addressing envelopes, delivering messages, distributing mail, and weighing packages. The student should also be able to perform basic telephone procedures, sort records, receive customer monies and deposit money in the bank. Knowledge of this material will be evidenced through demonstration and by successfully completing a unit test.

OCCUPATIONAL INFORMATION

Clerical workers perform a wide range of office tasks. There are many opportunities for persons with widely varied educational backgrounds. In 1976, about 16 million persons worked in clerical jobs. Clerical workers need a high school diploma. Many companies and small offices work with high schools to enable students to work part time while attending school. This experience is helpful in introducing the student to the activities and environment of an office. The nature of the work will vary and opportunities for advancement are good. The employment outlook for clerical jobs is very good and is expected to increase faster than other occupations through the mid-1980's. Typing is important in any clerical job. Being able to read well and spell correctly are also important.

CLERK, GENERAL

INSTRUCTOR'S RESOURCE SHEET

I. Objective Sheet and Occupational Information

   A. Discuss the unit objective with students

   B. Show the relation of the objective and the occupational information

   C. Add any other information and/or objectives when localizing the unit to suit your particular training needs

II. Information Sheets

   A. Information Sheet #1--Proofreading Letters, Records, and Forms

      1. This information will help prepare the student to look for and recognize errors in material

      2. Use Job Sheet #1--Proofreading--to reinforce this area of information

   B. Information Sheet #2--Counting, Weighing, and Measuring Material

      1. Use the following assignment sheets to reinforce the information

         a. Assignment Sheet #1--Weighing Material

         b. Assignment Sheet #2--Determining the Weight Factor for Fiberboard Boxes

      2. Add information as needed

   C. Information Sheet #3--Inserting Machine

      1. Use Transparency #3--Inserting Machine--to reinforce this area of information

      2. Add any information deemed necessary

   D. Information Sheet #4--Messenger

      1. This information will help prepare the student to know some of the responsibilities of a messenger

      2. Use Assignment Sheet #3--Running Errands--to reinforce this area of information

      3. Add information as needed

E. Information Sheet #5--Distributing Mail

  1. Use Transparency #11--Ways of Distributing Mail--and explain when students might use the different ways of distributing mail

  2. Also stress the importance of mail delivery

F. Information Sheet #6--Stamping or Numbering Forms by Hand or Machine

  1. Use Job Sheet #2--Numbering Forms--to reinforce this area of information

  2. Add information concerning duties of this occupation if needed

G. Information Sheet #7--Copying Machine

  1. Use Assignment Sheet #4--Identifying Parts of a Copying Machine--to reinforce this information area

  2. If possible, demonstrate on a photocopy machine the procedures for obtaining a clear copy

III. Transparency Masters

A. TM-1--Types of Scales

  1. Use the transparency master as either a student handout or in classroom discussion

  2. Relate the illustration to Information Sheet #2--Counting, Weighing, and Measuring Material

B. TM-2--Fiberboard Box Weight Requirements

  1. Use the transparency master as either a student handout or in classroom discussion

  2. Relate the illustration to Information Sheet #2--Counting, Weighing, and Measuring Material

C. TM-3--Inserting Machine

D. TM-4--Dress Properly

E. TM-5--Don't Waste Time

F. TM-6--Be Friendly and Courteous

G. TM-7--Keep Conversations Short; Don't be Overly Friendly

H. TM-8--Have a Willing Attitude

I. TM-9--Numbering Machine

J. TM-10--Copying Machine Parts (3)

K. TM-11--Ways of Distributing Mail

IV. Assignment Sheets

A. Assignment Sheet #1--Weighing Material

1. Use Information Sheet #2--Counting, Weighing, and Measuring Material, and Transparency #1--Type of Scales--as an aid in completing the assignment sheet

2. Add any questions deemed necessary

B. Assignment Sheet #2--Determining Weight Factor for Fiberboard Boxes

1. Use Information Sheet #2--Counting, Weighing, and Measuring Material and Transparency #2--Fiberboard, Box Weight Requirements--to aid in completing the assignment sheet

2. Add any questions deemed necessary

C. Assignment Sheet #3--Running Errands

1. Use Information Sheet #4--Messenger--and the following transparencies to aid students in completing the assignment sheet:

a. TM-4--Dress Properly

b. TM-5--Don't Waste Time

c. TM-6--Be Friendly and Courteous

d. TM-7--Keep Conversations Short, Don't be Overly Friendly

e. TM-8--Have a Willing Attitude

2. Add any questions deemed necessary

D. Assignment Sheet #4--Identifying Parts of a Copy Machine

1. Use Information Sheet #7--and Transparency #10--to aid students in completing the assignment sheet

2. Add any information deemed necessary

V. Answers to Assignment Sheets

A. If students have difficulty in answering some of the assignments, refer to the answer sheets

B. Any additional questions added to the assignment sheets should be reflected on the answer sheets

VI. Job Sheets

A. Job Sheet #1--Proofreading

1. Gather all materials and equipment necessary to perform job

2. Evaluate student performance of procedures outlined on job sheet

B. Job Sheet #2--Numbering Forms

1. Gather all materials and equipment necessary to perform job

2. Evaluate student performance of procedures outlined on job sheet

VII. Unit Test

A. The unit test has four sections so that it can be given all at once or in parts

B. If more information has been added by the teacher, additional questions may be added to the test

VIII. Answers to Unit Test

A. Answers are provided for the questions asked

B. If questions are added to the test, be sure to list the answers on the answer sheet

CLERK, GENERAL

ADDITIONAL RESOURCE MATERIAL

I. Material Currently Available

The following is a list of instructional material found in Volumes I and II, ODP Teacher's Guide, listed under the general responsibilities relating to Clerk, General:

A. Writes or types bills, statements, receipts, checks, or other documents, copying information from one record to another

1. Vol. II, Unit II (Entire Unit) or Unit IV, rev. ed.

2. Vol. II, Unit V, Page V-5, Information Sheet, Section I & III or Unit VII, rev. ed.

3. Vol. II, Unit V, Page V-9 thru V-19, Transparencies 1, 2, 3, 4, 5, & 6 or Unit VII, rev. ed.

4. Vol. II, Unit V, Page V-21 and V-25, Assignment Sheet #1--Labeling Cash Receipts and Assignment Sheet #3--Labeling Business Checks or Unit VII, rev. ed.

5. Vol. II, Unit X (Entire Unit) or Unit V, rev. ed.

B. Sorts and files records

1. Vol. I, Unit XII (Entire Unit)

2. Vol. I, Unit XIII (Entire Unit)

3. Vol. I, Unit XIV (Entire Unit)

4. Vol. I, Unit XV (Entire Unit)

C. Receives money from customers

1. Vol. II, Unit V, Page V-5, Information Sheet, Sections I, II, & III or Unit VII, rev. ed.

2. Vol. II, Unit V, Pages V-9, V-11, V-13, V-17, & V-19, Transparencies 1, 2, 3, 4, & 6 or Unit VII, rev. ed.

3. Vol. II, Unit V, Page V-21, Assignment Sheet #1--Labeling Cash Receipts or Unit VII, rev. ed.

4. Vol. II, Unit V, Page V-23, Assignment Sheet #2--Role-Playing Change-Making or Unit VII, rev. ed.

D. Deposits Money in bank

   1. Vol. II, Unit I, Page I-7, Information Sheet, Sections I & II

   2. Vol. II, Unit I, Page I-25, Assignment Sheet #3--Completing the Deposit Receipt

E. Addresses envelopes or packages by hand or with typewriter or addressing machine.

   1. Vol. I, Unit XVII, Page XVII-7, Information Sheet, Section I, III, X, XI, & XII

   2. Vol. I, Unit XVII, Page XVII-21, Transparencies 2 & 5

   3. Vol. I, Unit XVII, Page XVII-31, Assignment Sheet #2--Preparing Packages for Mailing

   4. Vol. I, Unit XVII, Page XVII-33, Assignment Sheet #3--Using Zip Codes

   5. Vol. I, Unit XVII, Page XVII-37, Job Sheet #1--Typing Envelopes Using State Abbreviations and Zip Codes

   6. Vol. II, Unit II (Entire Unit) or Unit IV rev. ed.

   7. Vol. II, Unit X (Entire Unit) or Unit V rev. ed.

F. Stuffs envelopes by hand or with envelope stuffing machine

   1. Vol. I, Unit XVII, Page XVII-7, Information Sheet, Sections I, III, & VI

   2. Vol. I, Unit XVII, Page XVII-39, Job Sheet #2--Folding and Inserting Letters

G. Answers telephone, conveys messages, and runs errands

   1. Vol. 1, Unit V (Entire Unit)

   2. Vol. II, Unit VIII (Entire Unit) or Unit XII rev. ed.

H. Stamps, sorts and distributes mail

   Vol. I, Unit XVII (Entire Unit)

II. References

A. Anderson, Ruth I., Dorothy E. Lee, Allien R. Russon, and Jacquelyn Wentzell Crane. The Administrative Secretary, 2nd ed. Dallas: Gregg Division, McGraw-Hill Book Company, 1976

B. Moon, Harry R. Office Procedures. Bronx, N.Y.: Middy Publishing Corp. 1977

C. Pasewark, William R. and Mary Ellen Oliverio. Clerical Office Procedures. 6th ed. Dallas: South-Western Publishing Co., 1978

D. Archer, Fred C., Raymond F. Brecker, and Jeffrey R. Stewart, Jr. General Office Procedures. 4th ed. Dallas: Gregg and Community College Division, McGraw-Hill Book Company, 1975

E. Felter, Emma K., and Marie Reynolds. Basic Clerical Practice. 2nd ed. Dallas: Gregg Publishing Division, McGraw-Hill Book Company, Inc.

F. United States Postal Service. Parcel Damage Control Training Program. Training & Development Series, TD-128A

CLERK, GENERAL

INFORMATION SHEET #1--PROOFREADING LETTERS, RECORDS, AND FORMS

I. Proofreading

   A. Can be done by one or two persons

      1. If the copy is simple, usually one proofreader can check it

      2. If the material includes numbers or technical data, two persons should read together

         a. Reduces errors

         b. Reduces chances of not finding places where something has been left out

   B. Reading copy aloud

      1. Used when two persons check copy

      2. One reads aloud from the original copy; while the other person looks at the final copy

II. Points to remember when proofreading aloud

   A. Read clearly and distinctly at an even pace

   B. Give the other person time to make needed changes

   C. Say all capitals, paragraphs, punctuation marks, and any special symbols

   D. Names of persons, places and other proper nouns, as well as unusual or difficult words should be spelled out by the reader

   E. Read 3279 as three two seven nine. Read 2,450 as two comma four five oh

   F. Read decimals exactly, for example, point one oh oh two for .1002

   G. Read columns down, not across or up

   H. During proofreading, check for the following:

      1. Arrangement

         a. Placement on letterhead or page

         b. Paragraphing

         c. Letter or material parts

2. Content
    a. Correct date
    b. Accuracy of addresses
    c. Correct salutation
    d. Complete sentences
    e. Correct closing

III. Proofreader's Marks

ℓ or /	Delete
∧	Insert
stet	Let it stand
≡	Capitalize
lc	Lower case
ital	Italics
⁀‿	Close up
#	Insert space
∥	Set flush
]	Move to right
[	Move to left
⊓	Raise
⊔	Lower
¶	Paragraph
tr. or ∽	Transpose words or letters
(sp)	Spell out
∧,	Insert comma
-/	Insert hyphen
⊙ or ∧.	Insert period
:/	Insert colon
;/	Insert semicolon
?/ or ∧?	Insert question mark
∨'	Insert apostrophe
∨"	Insert quotation marks

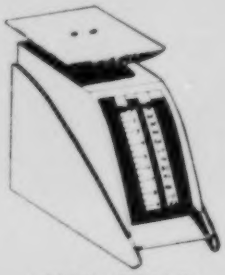
INFORMATION SHEET #2--COUNTING, WEIGHING, AND MEASURING MATERIAL

I. Counting Material

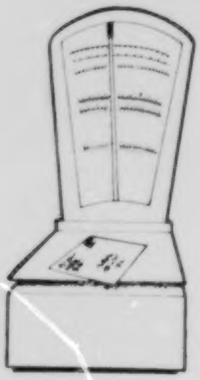
Material to be sent out of the office or to be transferred to another department should be counted to keep records in order. The material can be counted into uniform stacks for measuring and weighing. The material should be kept neat and in order. Careful handling will keep edges from being bent and pages from being wrinkled. Be careful to keep material clean and free from smudges.

II. Weighing Material

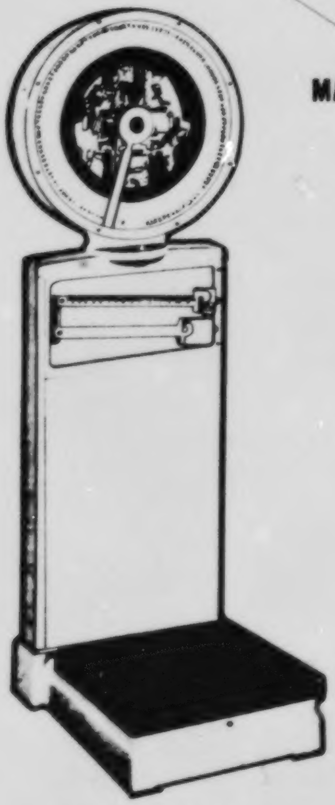
There are several types of scales that can be used for weighing the material. The size of the material to be weighed will determine the type of scale to be used.



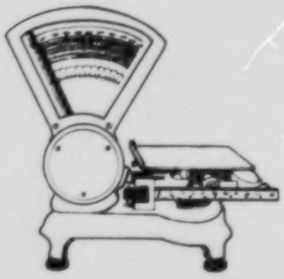
MAIL SCALE



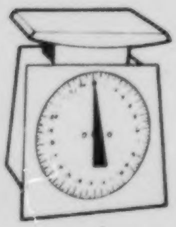
MAIL SCALE



FREIGHT SCALE

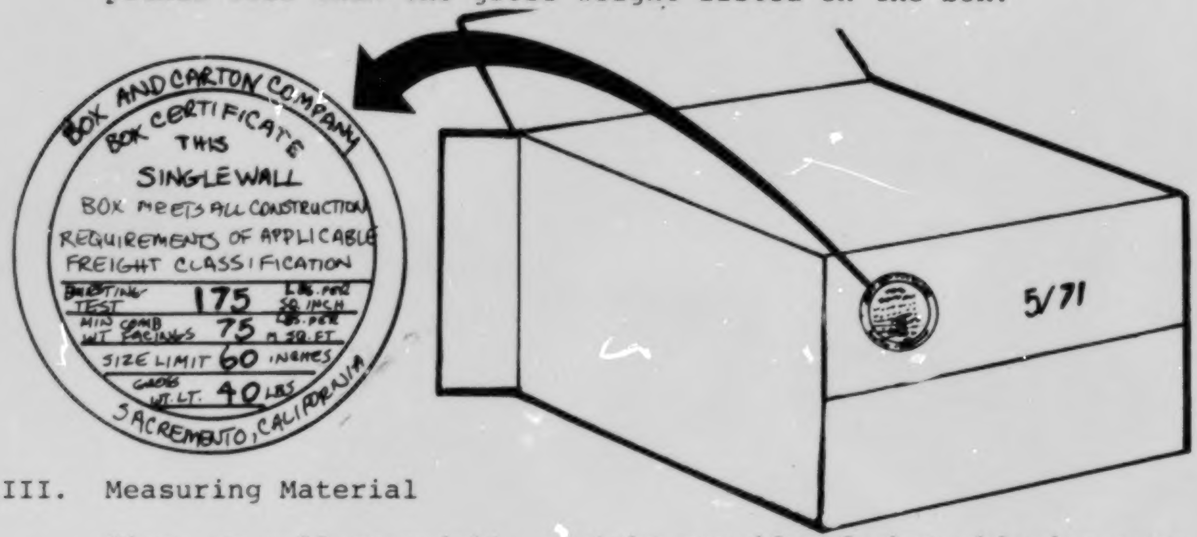


BALANCE SCALE



SHOP SCALE

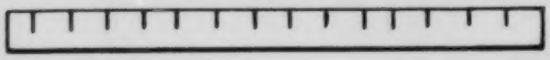
If the material is to be shipped outside the office, it should be put in a box that meets the requirement for the gross weight. This information is printed on the bottom of the box. The weight allowed to be shipped in a fiberboard box is 20 pounds less than the gross weight listed on the box.

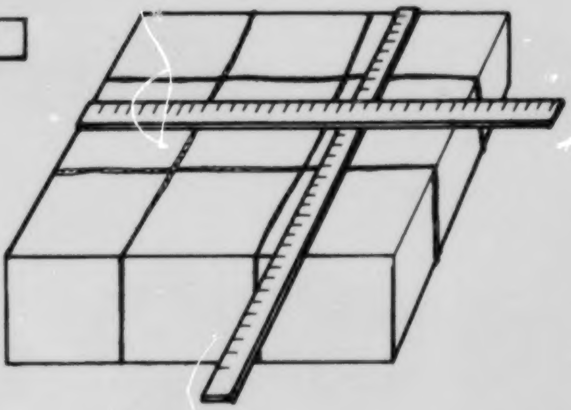

BOX AND CARTON COMPANY
BOX CERTIFICATE
THIS
SINGLEWALL
BOX MEETS ALL CONSTRUCTION
REQUIREMENTS OF APPLICABLE
FREIGHT CLASSIFICATION
BURSTING TEST 175 LBS. PER SQ. INCH
MIN COMB WT FACINGS 75 LBS. PER M SQ. FT.
SIZE LIMIT 60 INCHES
GROSS WT. LT. 40 LBS
SACREMENTO, CALIFORNIA
5/71

III. Measuring Material

Size, as well as weight, must be considered when shipping parcel post. To find the size of a package, measure with a standard ruler and/or tape measure. Measure the longest side to get the length, then measure the distance around the parcel at the thickest part and add the 2 figures together.

RULER

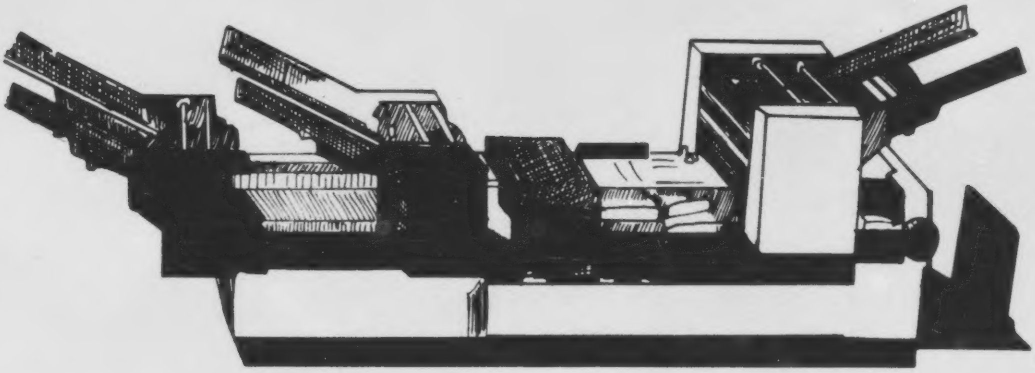




CLERK, GENERAL

INFORMATION SHEET #3--INSERTING MACHINES

There are several types of inserting machines on the market today. A person with little training can operate some of the smaller and less complex machines, but some of the larger and more difficult machines will need to be operated by a person with more experience. A complex machine can automatically collate and insert up to four enclosures and meter postage, seal, count and stack mail. This type machine would be found in a very large mail out operation. A smaller office might need a machine that would only fold and insert material into an envelope. These machines are fast, accurate, and easy to operate. Transparency 3 shows an example of one of many types of inserting machines. This machine will automatically insert a statement and reply envelope in the same envelope or it will insert a letter and a reply card in the same envelope.



CLERK, GENERAL

INFORMATION SHEET #4--DELIVERING AND RECEIVING MESSAGES

I. Delivering Messages Within a Department

  A. Can be delivered within a company or outside

  B. When asked to run an errand

    1. Answer promptly

    2. Listen carefully to instructions

    3. Write important information if needed

    4. Be sure that you know the name of the person and department where the message is to be delivered.

II. Delivering an Outside Message

  A. Get complete instructions

  B. Make sure you have personal identification

  C. Dress properly for the weather

  D. Make sure you know where to go

  E. Carry the message or parcel in a safe place

  F. Go the shortest and fastest way

  G. Don't waste time along the way

  H. If you need help in finding your way, ask a police officer, bus driver, or other dependable person

  I. If you are delayed, call your supervisor for any further instructions

  J. When you arrive at the place you were sent, ask a receptionist or check a lobby directory for the exact location of the person you are to see

  K. Get a receipt if a delivery is made

  L. When ready to leave, call your supervisor for any additional instructions or errands

III. Tips for Delivering Messages

  A. Since you are representing your company and department, be businesslike

  B. Plan the best way to do your errand

C. Be courteous but not overly friendly

D. Keep visits and conversations short

E. Be neat and clean

F. Deliver the message in a pleasant tone of voice

G. Always accept jobs with a smile

CLERK, GENERAL

INFORMATION SHEET #5--DISTRIBUTING MAIL

I. Persons Involved

- A. Mail may be distributed by several different individuals
    - 1. Depends on the size of the office
    - 2. Also depends on the amount of mail received
- B. A receptionist many times has the responsibility for the mail

II. Handling Mail

- A. The mail may be put into marked boxes for pickup
- B. An expanding folder, with name tabs, may be used to transfer the mail to different persons
- C. A mail cart or lightweight basket may be used

III. Points to Remember When Distributing Mail

- A. All mail should be delivered. Let the addressee decide what mail should be thrown away
- B. All mail should be delivered as soon as possible
- C. It is important that each piece of mail be delivered to the proper person

CLERK, GENERAL

INFORMATION SHEET # 6--STAMPING OR NUMBERING FORMS BY HAND OR MACHINE

I. Numbering Forms

   A. Most companies use prenumbered forms

   B. Some companies prefer to use their own numbering system, and, therefore, use forms which are not numbered. In this case the forms should be numbered by one of the following:

      1. By hand (Writing the numbers by hand)

      2. By machine (Using a Numbering Machine)

II. Numbering Machine

   A. A fast and efficient way to number

   B. It can be purchased at a low price

   C. It can be pre-set to repeat a certain number and then move to another number. This saves time when the same number needs to be used several times

   D. Numerous materials can be stamped with a Numbering Machine

   E. A stamp pad and ink are used with the Numbering Machine. Several ink colors are available

INFORMATION SHEET #7--OPERATING COPYING MACHINE

I. Copying Machines

  A. Several kinds of photocopiers

  B. Machines are popular because they are:

    1. Fast

    2. Inexpensive

    3. Easy to operate

  C. Most machines are rented or leased from large companies, such as Xerox, IBM, etc.

  D. Most large renting or leasing companies have free training programs for those persons in charge of the copiers (Key Operators)

    1. They learn how to fully operate the machine

    2. The following are some of the responsibilities of a key operator

      a. Clear machine of paper jams

      b. Keep paper available and in the machine

      c. Set up special features on the machine

  E. Instructions on how to use the machine should be read before operating

  F. Key operators should show basic procedures in operating machine to new employees

II. Operating Procedures

  A. Check the copy paper

    1. Be sure the proper size is in the machine

    2. Be sure the right color is in the machine

  B. Make sure the glass is clean and free of smudges and fingerprints

  C. Put material to be copied on the glass in the proper place

  D. Set the copy counter for number of copies to be printed

  E. Make sure paper size is correctly set

F. Set copy density

G. Turn on machine

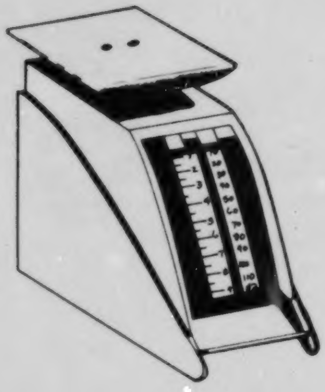
H. When READY light comes on press PRINT button

I. After required number of copies are printed, remove copies and original from the machine

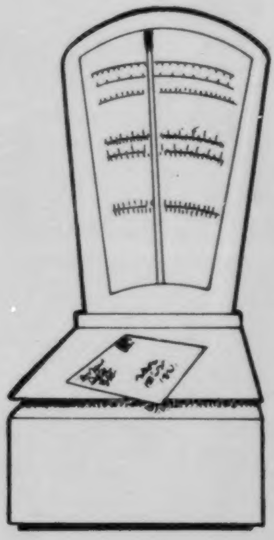
J. Return copy counter to 1

K. If required, turn machine off at the end of the day

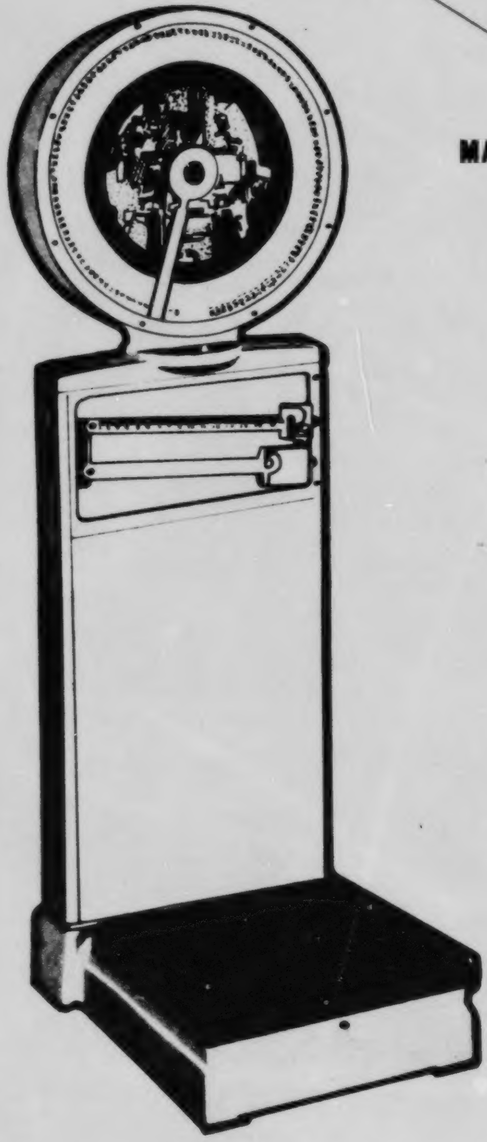
TYPES OF SCALES



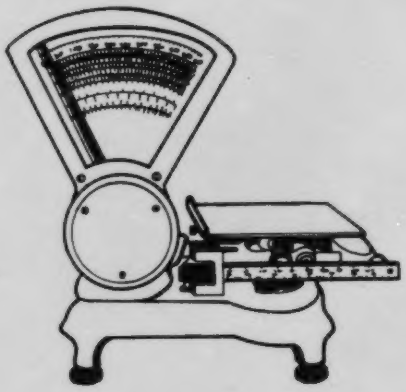
MAIL SCALE



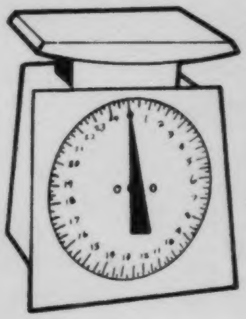
MAIL SCALE



FREIGHT SCALE

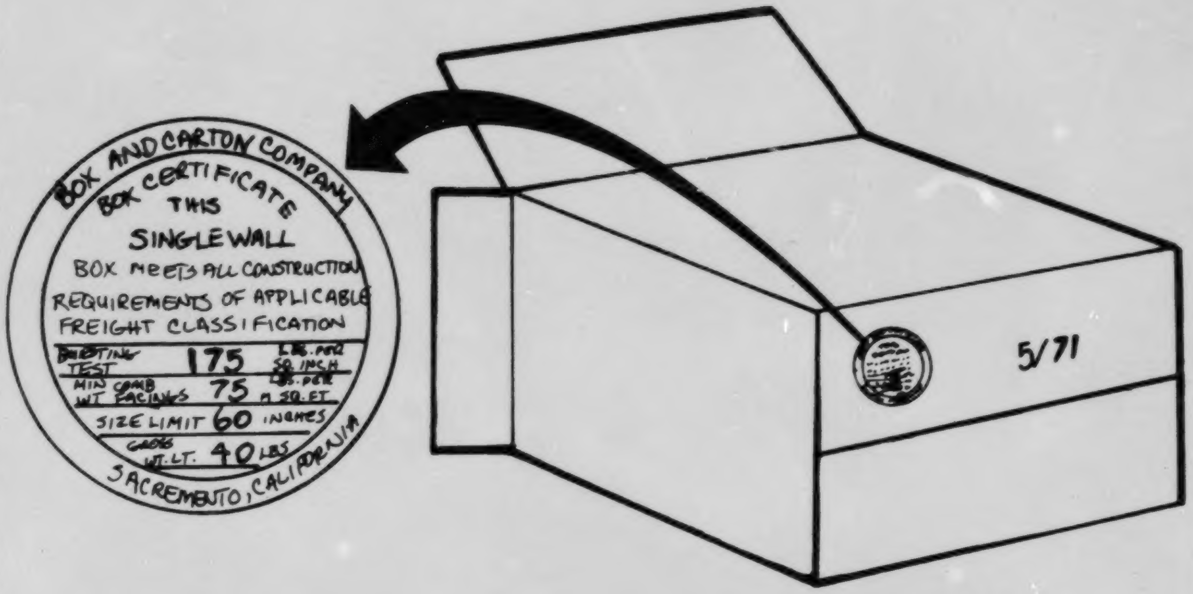


BALANCE SCALE

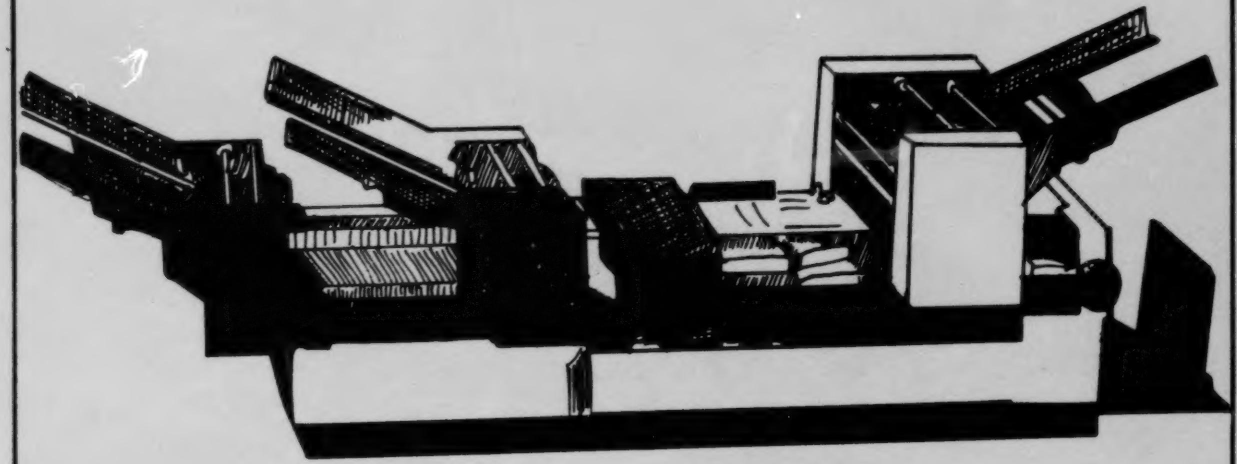


SHOP SCALE

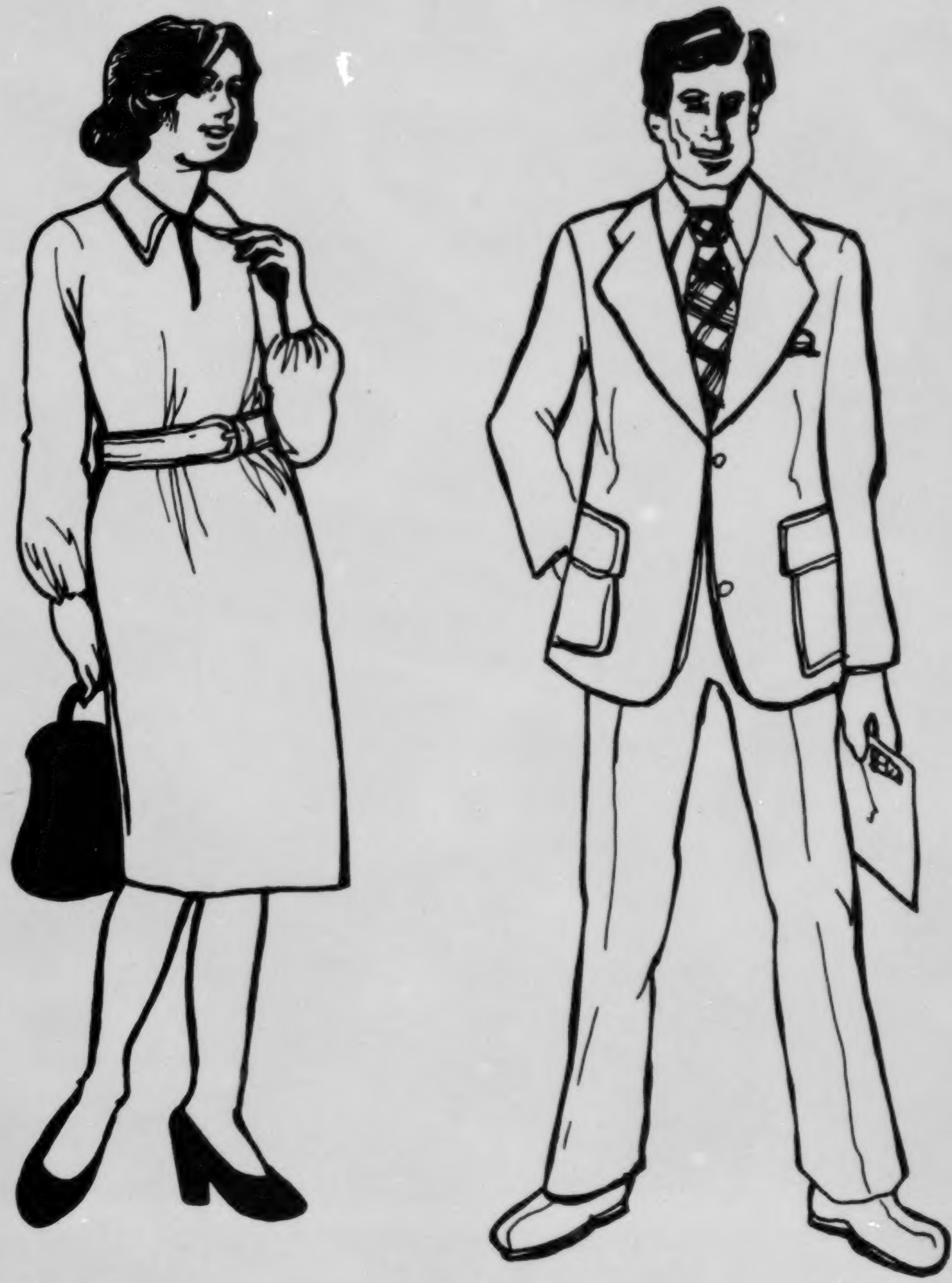
FIBERBOARD BOX WEIGHT REQUIREMENTS


BOX AND CARTON COMPANY
BOX CERTIFICATE
THIS
SINGLEWALL
BOX MEETS ALL CONSTRUCTION
REQUIREMENTS OF APPLICABLE
FREIGHT CLASSIFICATION
BURSTING TEST 175 LBS. PER SQ. INCH
MIN COMB WT FACINGS 75 LBS. PER M SQ. FT
SIZE LIMIT 60 INCHES
GROSS WT. LT. 40 LBS
SACREMENTO, CALIFORNIA
5/71

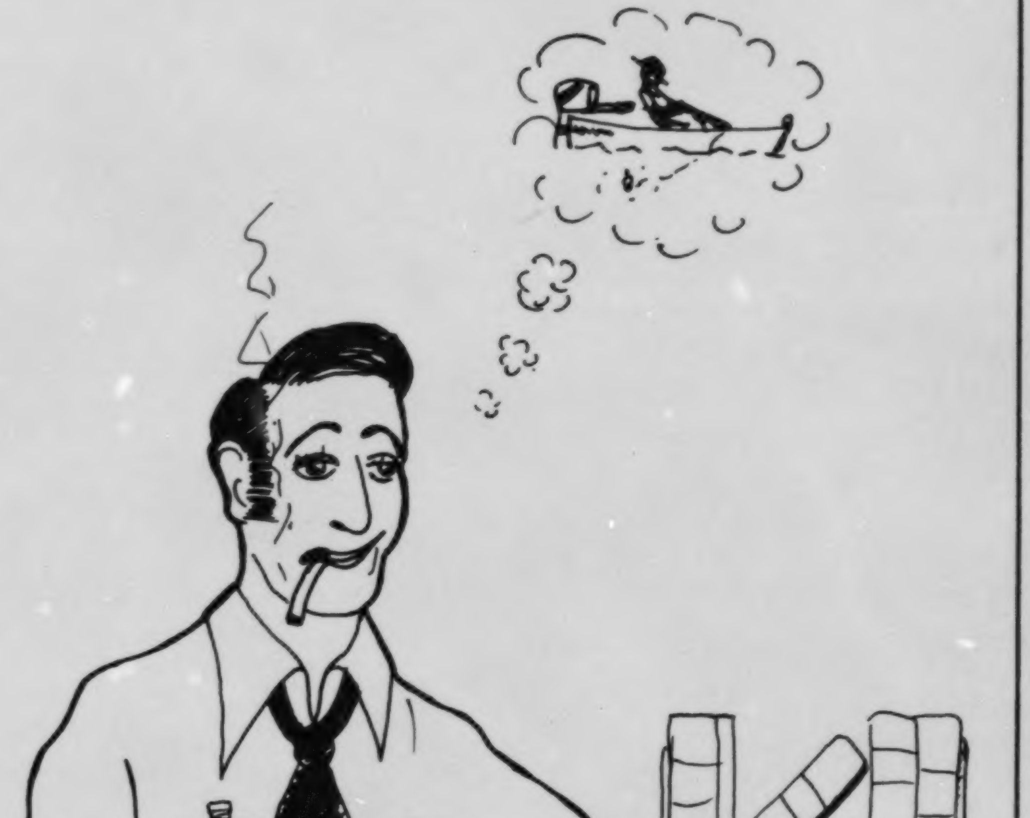
INSERTING MACHINE



DRESS PROPERLY



DON'T WASTE TIME



INFORMATION SHEET #2--CLASSIFICATION OF TYPE

There are several different kinds of type classification. They are identified by the style of each character. By using the different styles, you can convey various feelings and set moods for the reader. They can show boldness, dignity, delicacy, etc.

A. Text type has heavy strokes. This style is from the early scribes hand lettering.

B. Roman type was developed after Text and is easier to read. Most books use this type. There are many kinds of the Roman group. Note that the serif is different than the square serif.

C. Serif is a short line which stems from the upper or lower ends of the strokes of a letter.

D. Sans Serif type is bold and the letters are straight with no serifs.

E. Square Serif is characterized by serifs that are squared off. The type has uniform strokes.

F. Script and Cursive are both type styles that look like handwriting. The difference is that Script is connected and Cursive is not.

G. Decorative type is type that doesn't fit into any other group. There are several types that fit into this category, such as novelty or fancy.

The following are examples of some of the different kinds of type:

TEXT

Text

ROMAN

Roman

SANS SERIF

type

SQUARE SERIF

type

SCRIPT

Elegant

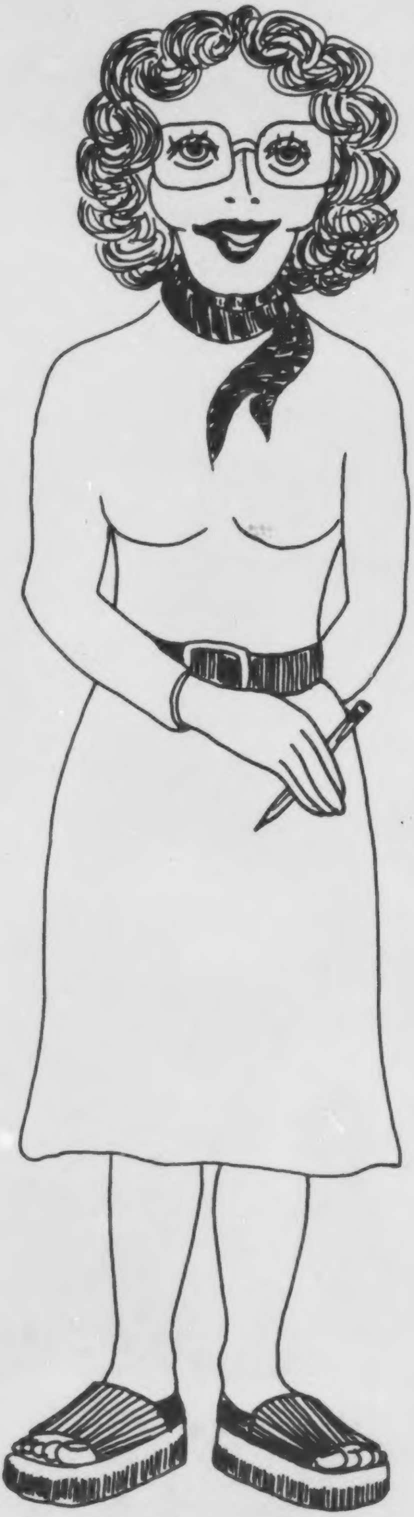
CURSIVE

type

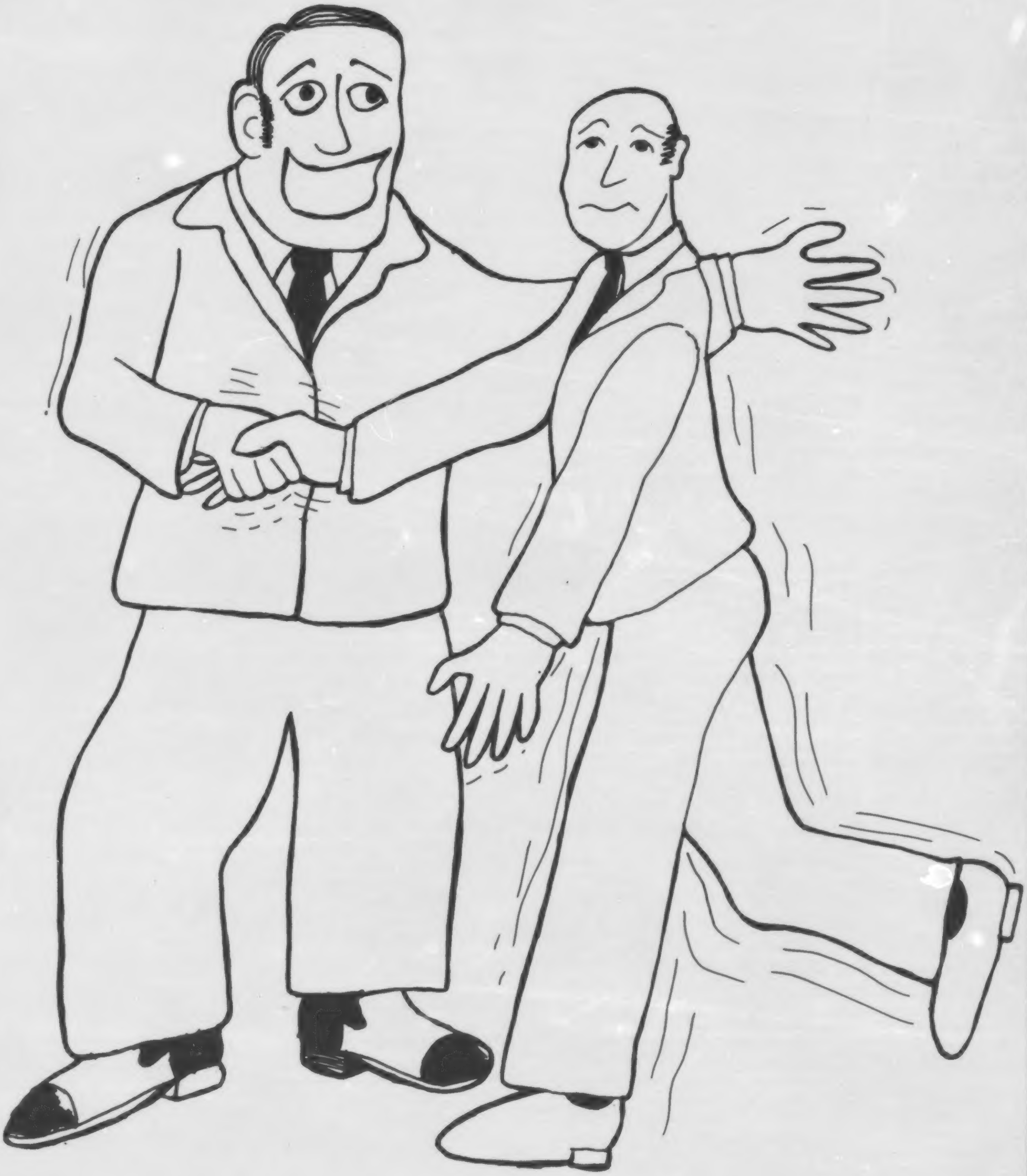
DECORATIVE

type

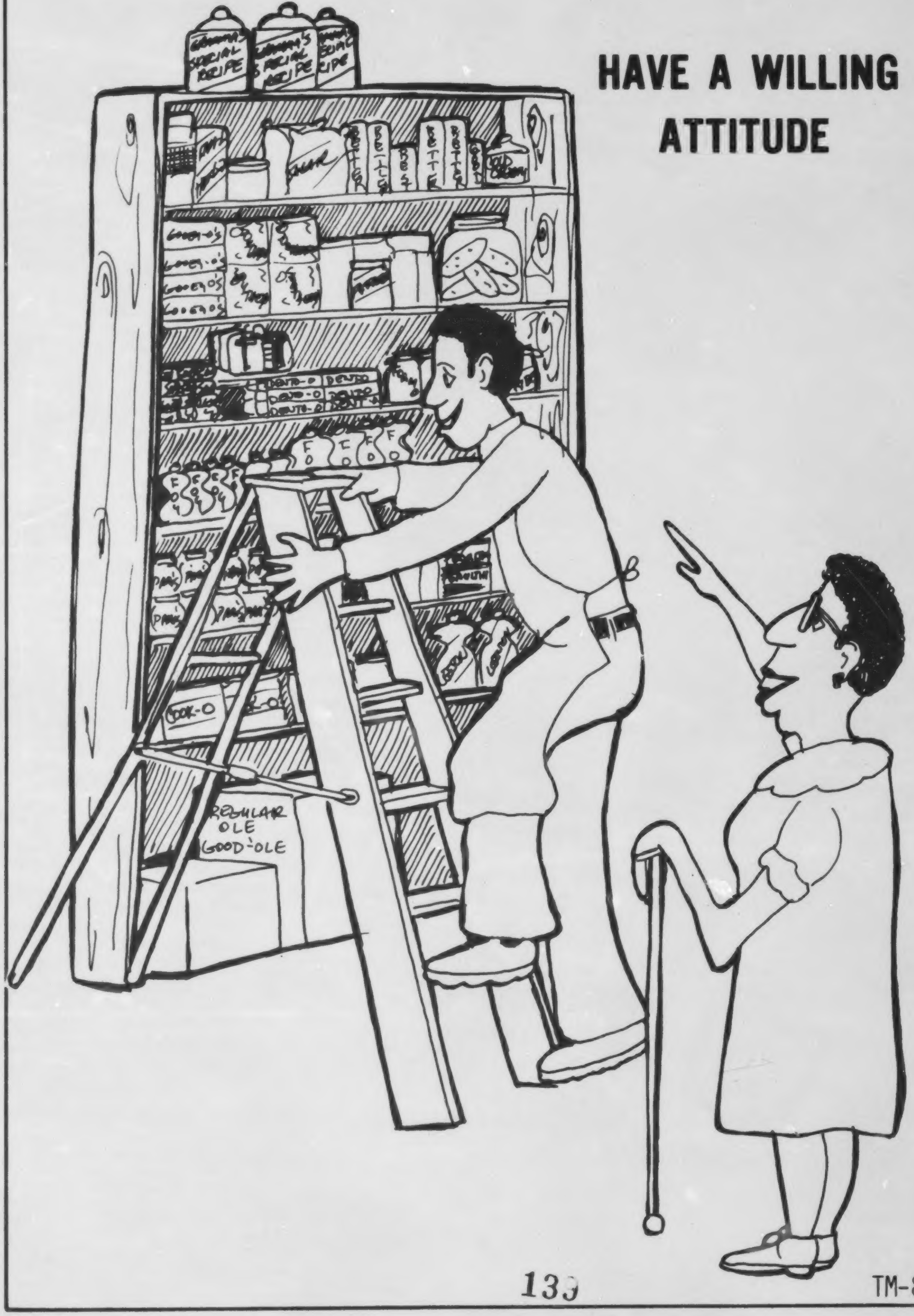
BE FRIENDLY AND COURTEOUS



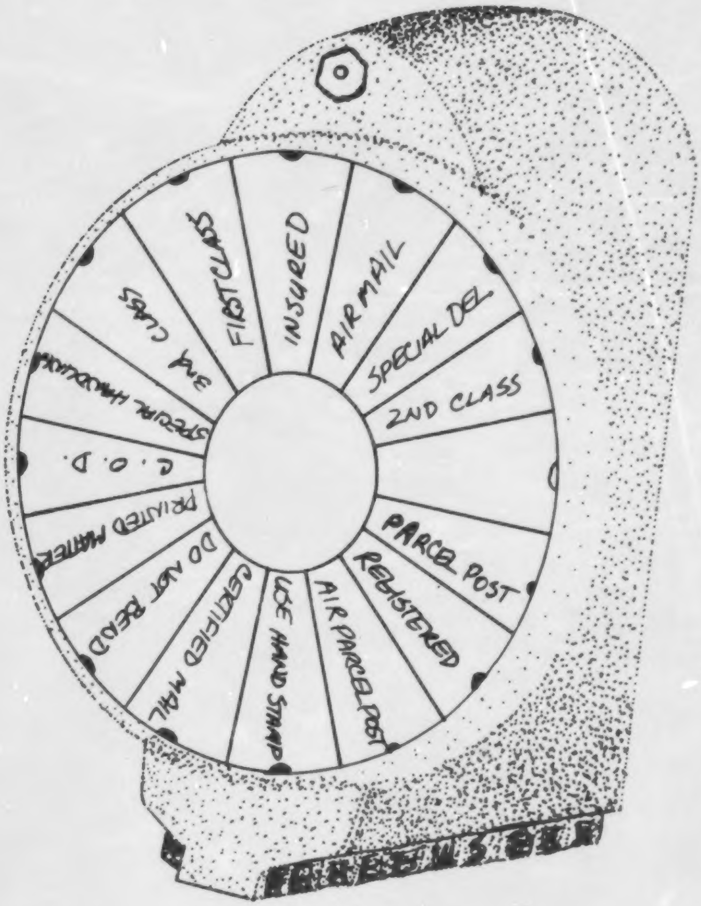
DON'T BE OVERLY FRIENDLY



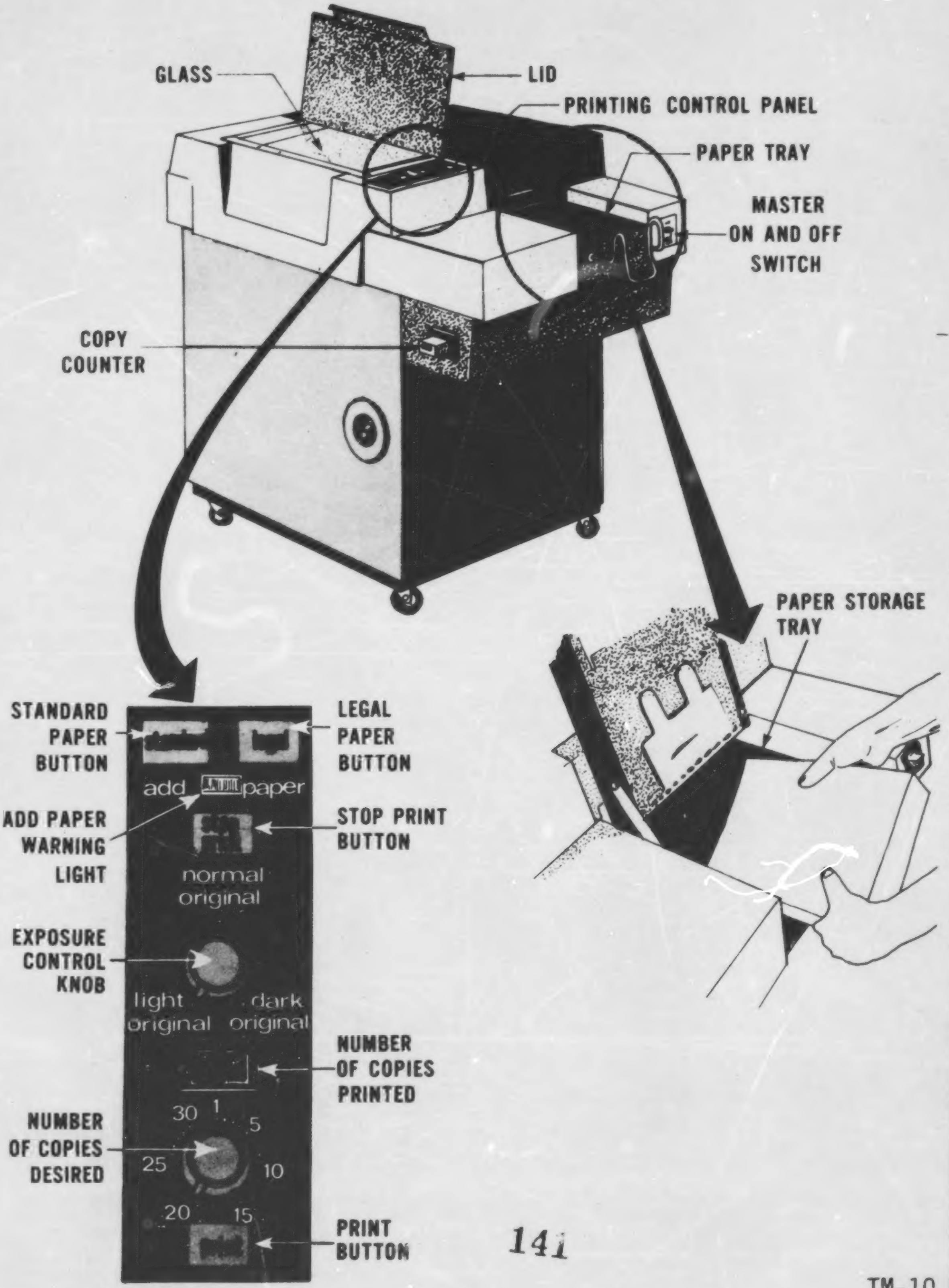
HAVE A WILLING ATTITUDE


SPECIAL RECIPE
BETTER
BETTER
GOOD-O'S
GOOD-O'S
GOOD-O'S
GOOD-O'S
DENTO-O
DENTO-O
DENTO-O
COOK-O
REGULAR OLE GOOD-OLE

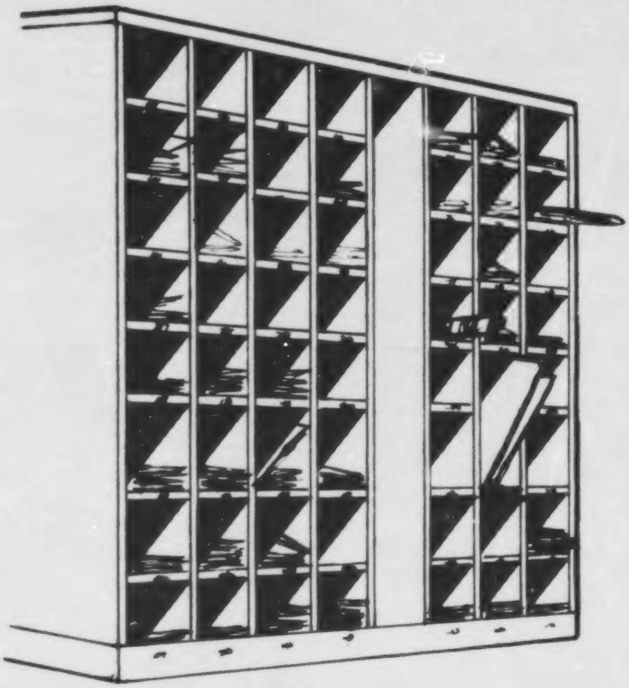
STAMPING MACHINE


FIRSTCLASS
INSURED
AIRMAIL
SPECIAL DEL
2ND CLASS
PARCEL POST
REGISTERED
AIR PARCEL POST
USE HAND STAMP
CERTIFIED MAIL
DO NOT BEND
PRINTED MATTER
C.O.D.
SPECIAL HANDLING
3RD CLASS

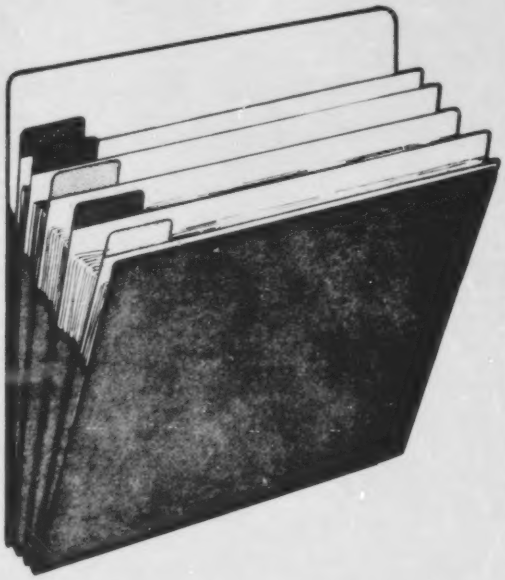
COPYING MACHINE


GLASS
LID
PRINTING CONTROL PANEL
PAPER TRAY
MASTER ON AND OFF SWITCH
COPY COUNTER
PAPER STORAGE TRAY
STANDARD PAPER BUTTON
LEGAL PAPER BUTTON
add paper
ADD PAPER WARNING LIGHT
STOP PRINT BUTTON
normal original
EXPOSURE CONTROL KNOB
light original
dark original
NUMBER OF COPIES PRINTED
30
1
5
25
10
20
15
NUMBER OF COPIES DESIRED
PRINT BUTTON

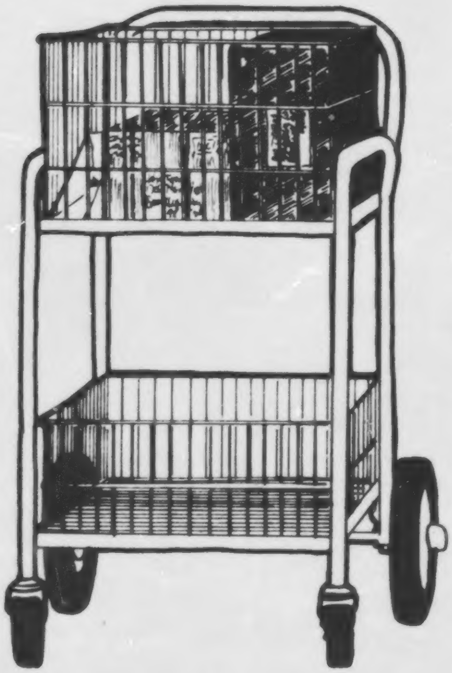
WAYS OF DISTRIBUTING MAIL



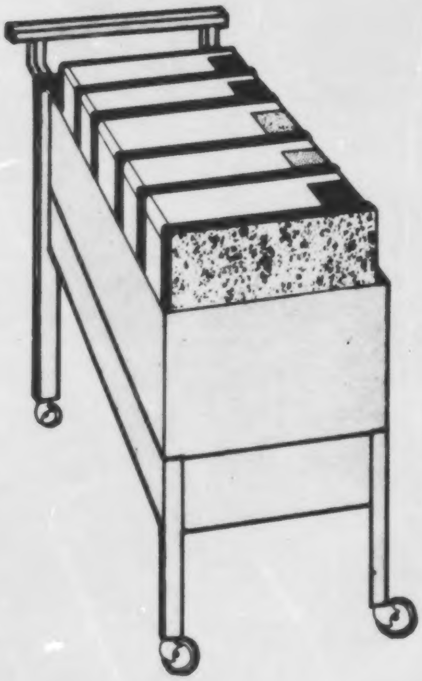
MAIL SLOTS



VERTICAL FILE POCKET



BASKET CART

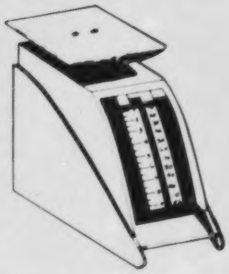


DRAWER CART

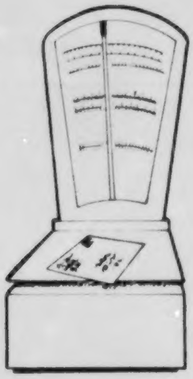
CLERK, GENERAL

ASSIGNMENT SHEET #1--WEIGHING MATERIAL

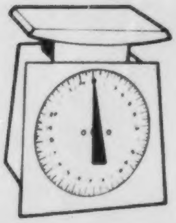
Directions: Identify the following type of scales by putting the proper name of the scale in the space provided



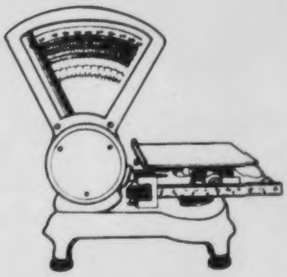
____________ a.



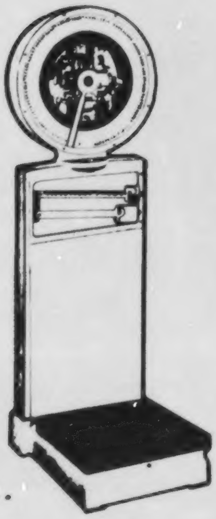
____________ b.



____________ c.



____________ d.



____________ e.

ASSIGNMENT SHEET #2--DETERMINING WEIGHT FACTOR FOR FIBERBOARD BOXES

Directions: Circle the letter that answers correctly the following multiple choice

1. The location of the certificate is on the

   a. side

   b. top

   c. bottom

2. If the gross weight limit of a fiberboard box is 75 pounds, the allowable weight would be:

   a. 75 lbs.

   b. 60 lbs.

   c. 55 lbs.

3. The greatest weight that could be shipped in a fiberboard box with a gross limit of 45 pounds would be:

   a. 20 lbs.

   b. 30 lbs.

   c. 25 lbs.

4. You have a load of 32 pounds to be shipped, the appropriate box would be:

   a. 40 lbs.

   b. 55 lbs.

   c. 65 lbs.

5. If the gross weight limit of a fiberboard box is 60 pounds, the allowable weight would be:

   a. 85

   b. 40 lbs.

   c. 50 lbs.

CLERK, GENERAL

ASSIGNMENT SHEET #3--RUNNING ERRANDS

Directions: Fill in the blank with the correct answer

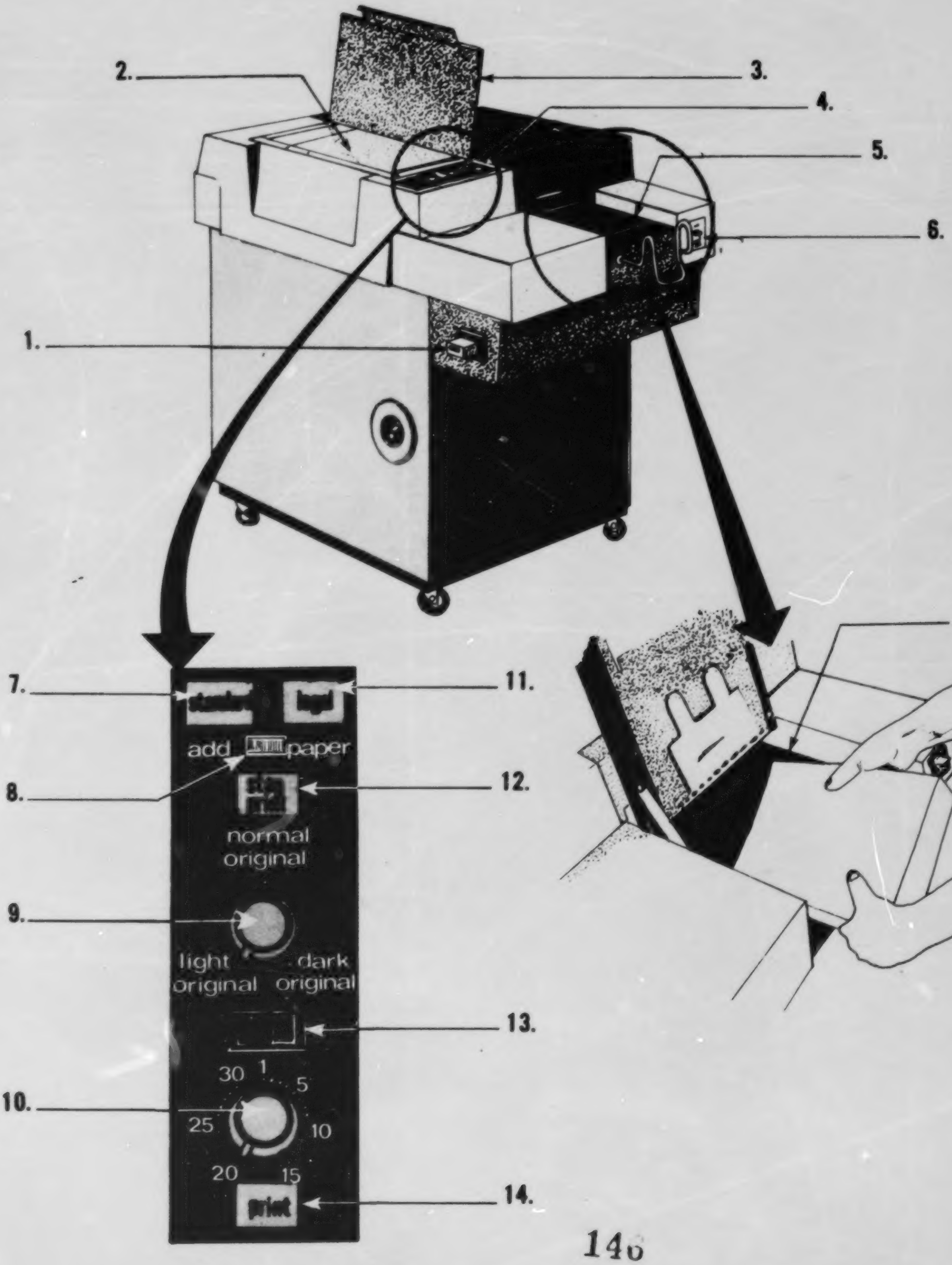
1. Listen carefully to ________________.
2. ____________ down any important information if needed.
3. You should act ______________ to deliver the message or parcel.
4. Get full ______________ before leaving office.
5. Make sure you are carrying _______________ identification.
6. Dress properly for the _______________.
7. Carry the message or parcel in a _________________ place.
8. Travel the __________ and ____________ route.
9. If you need to ask directions along the way, ask a _________ or _______________.
10. If you are delayed or can not get to your destination as instructed, _____________ your _______________.
11. Get a _______________ for your delivery.
12. Before you start back, ____________ your ____________.

These answers may be used more than once.

weather
telephone
personal
fastest
instructions
police officer
receipt

write
promptly
bus driver
supervisor
safe
shortest
reliable person

ASSIGNMENT SHEET #4--IDENTIFYING PARTS OF A COPY MACHINE


2.
3.
4.
5.
6.
1.
15.
7.
11.
add paper
8.
12.
normal original
9.
light original
dark original
13.
30
1
5
10.
25
10
20
15
14.
print

CLERK, GENERAL

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

a. mail scale

b. mail scale

c. shop scale

d. balance scale

e. freight scale

Assignment Sheet #2

1. c
2. c
3. c
4. b
5. b

Assignment Sheet #3

1. instructions
2. write
3. promptly
4. instructions
5. personal
6. weather
7. safe
8. shortest--fastest
9. police officer, bus driver or other reliable person
10. telephone--supervisor
11. receipt
12. telephone--supervisor

Assignment Sheet #4

1. Copy counter
2. Glass
3. Lid
4. Printing control panel
5. Paper tray
6. Master On and Off switch
7. Standard paper button
8. Add paper warning light
9. Exposure control knob
10. Number of copies desired
11. Legal paper button
12. Stop print button
13. Number of copies printed
14. Print button

JOB SHEET #1--PROOFREADING

I. Tools and Equipment Needed:

  A. Typed letter or report

  B. Editing pen or non reproducing pencil

  C. Dictionary

II. Procedures:

  (NOTE: Two students should perform the procedure together)

  A. One student will read material aloud and the other student will follow copy

  B. Read the material clearly and quietly

  C. Make sure all spelling, grammar, punctuation, capitalization, and paragraphing is correct

  D. Use proofreaders marks while editing the material. (Refer to Information Sheet #1)

  E. Check material to see that it is arranged correctly and stated clearly

JOB SHEET #2--NUMBERING FORMS

I. Tools and equipment needed:

   A. Pen (ball-point or felt tip)

   B. Typewriter (manual or electric)

   C. Stamping machine (if available)

   D. Forms without numbers--single and multiple page. (Forms can be made from plain white paper for practice use.)

   E. Carbon paper

II. Procedures:

   A. Using a ball-point pen, number practice forms (five parts) from 001 to 030. Write numbers neatly in the upper right-hand corner of the paper.

   B. Use a typewriter and number single page forms in the upper right hand corner from 010 to 025 consecutively. Then use carbon paper and number three-part sets of forms from 75 to 115 in the upper left-hand corner of the page.

   C. If a stamping machine is available, use the various settings on the machine. Practice stamping multiple-number and single-number settings.

CLERK, GENERAL

UNIT TEST

Section I

Answer the following questions by writing TRUE or FALSE in the space provided

______1. Two people working together, when proofreading material, reduces the chance for error in final copy

______2. The person reading the material should read clearly and at an even pace

______3. The material should be read quickly and after reading thru, go back and make changes

______4. It is not necessary to waste time spelling out names or places

______5. All punctuation should be noted

______6. Read .029 as dot zero two nine

______7. Columns are read across as well as down

______8. Check for paragraphing while proofreading

______9. Check for correct dates

Section II

Fill in the blanks with the correct answers

1. Material being sent out of the office or to be transferred to another department should be ______________.
2. While counting material it should be kept neat and in ______________.
3. ______________ handling will keep edges from being bent.
4. The ______________ of the material being shipped determines the type of scale to be used.
5. When material is shipped outside the office it should be put in a box that meets the requirements for the ______________ ______________.
6. The weight allowed to be shipped in a fiberboard box is ________ pounds less than the gross weight on the certificate.

7. The gross weight certificate is found on the ____________ of the box.

8. Material can be measured with a standard ________________.

Section III

1. When running an errand within the company, list three important rules to follow:

   a.

   b.

   c.

2. Fill in the blanks with the correct answer to the following questions:

   a. To be a good messenger, always be businesslike, you are ____________________ your company.

      (1) helping (2) representing (3) serving

   b. Plan your trip to do your work __________________.

      (1) efficiently (2) fruitlessly (3) generally

   c. Don't be overly friendly or mistake _______________ as an invitation for chumminess.

      (1) courtesy (2) consideration (3) a and b

   d. __________ are busy places so don't waste your time or the time of others.

      (1) cities (2) stores (3) offices

   e. Keep neat and clean, avoid looking ________________.

      (1) glamorous (2) sloppy (3) bored

   f. Treat _____________ courteously.

      (1) the boss (2) your friends (3) everyone

   g. Don't talk loudly or use ______________ language.

      (1) undesirable (2) effective (3) limited

   h. Always accept your assignment with a smile and ___________ attitude.

      (1) relaxed (2) rigid (3) willing

3. Write TRUE in front of the statements that are true and FALSE in front of the statements that are false

_____a. Be sure you get full instructions before leaving the office

_____b. Don't bother with identification; just say what company you work for

_____c. Always dress properly for the weather

_____d. Know how to get to your destination before you leave your office

_____e. Travel at your convenience as you have plenty of time to get to your destination

_____f. Stop and get something to drink and run a personal errand if on your way. It will only take a minute or so.

_____g. If you are delayed, don't stop to call the office as it will only delay you further

_____h. When arriving at your destination, check the lobby directory or ask the main floor receptionist for directions

_____i. Get a receipt for your delivery

_____j. Don't call your office before you start back as they may have another errand for you to run and you may be late for lunch

Section IV

Fill in the blanks with the correct answer on the following questions:

1. A person who is fully trained by the manufacturer to operate a photocopy machine is called a ____________________.

2. Some machines have the ________________ listed on cards at the front of the machine.

3. Before you turn on the photocopy machine, check the _________ to make sure there is enough to make the required copies.

4. Make sure the glass is ___________ and free of _____________.

5. Set the machine on the ____________ of copies you want printed.

6. Place the material to be copied on the _________ and turn on the machine.

7. When the ________ light comes on press the _________ button.

8. Two popular and widely used name-brand photocopy machines are _______________ and _____________.

CLERK, GENERAL

ANSWERS TO UNIT TEST

Section I

1. T
2. T
3. F
4. F
5. T
6. F
7. F
8. T
9. T

Section II

1. counted
2. order
3. careful
4. size
5. gross weight
6. 20
7. bottom
8. ruler

Section III

1. a. answer promptly
   b. listen to instructions
   c. know your destination
2. a. (2)
   b. (1)
   c. (3)
   d. (3)
   e. (2)
   f. (3)
   g. (1)
   h. (3)
3. a. T
   b. F
   c. T
   d. T
   e. F
   f. F
   g. F
   h. T
   i. T
   j. F

Section IV

1. key operator
2. instructions
3. paper
4. clean--smudges or finger prints
5. number
6. glass
7. ready--print
8. Xerox, IBM, A. B. Dick, Thermofax, Charles Bruning, GAF, Olivetti, Savin

ATTENDANCE CLERK

DOT NO. 219.362-014

ATTENDANCE CLERK (education)

DOT NO. 219.362-014

Compiles attendance records for school district, issues attendance permits, and answers inquiries.

General Responsibilities

- Obtains district attendance figures from each school daily, using telephone
- Records figures by grade level and for special classes, such as mentally retarded or gifted, in workbook
- Totals figures, using calculator
- Collates data and prepares standard state reports, using typewriter
- Computes average daily attendance figures and forwards to state for compensation and to school cafeteria for meal planning
- Interviews applicants for interdistrict attendance permits to attend elementary and secondary schools in district and issues permits, if requirements are met
- Sends copy of permit to applicable school and retains file copy
- Maintains file of inter-district attendance agreements, bills outside districts for attendance within district, and notifies supervisor of agreement expirations
- Answers inquiries from parents and school officials, using state education code as guide

ATTENDANCE CLERK

OVERALL OBJECTIVE

After completing this unit, the student should be able to perform some of the duties required in a school office, such as recording attendance figures, maintaining attendance records, answering inquiries, and helping students new in a school. Knowledge of this material will be evidenced through exercises and satisfactorily completing a unit test.

OCCUPATIONAL INFORMATION

School attendance clerks perform a valuable service to school districts. These individuals perform similar duties under a variety of occupational titles, such as attendance aides, school aides, and school assistants. Individuals working in this occupation usually work primarily in the school office and may also work with one or several teachers. This occupation should not be confused with the teacher aides who perform a wider variety of job responsibilities. As reporting procedures continue to expand and as school districts change their reporting procedures, demand for attendance clerks will continue.

ATTENDANCE CLERK

INSTRUCTOR'S RESOURCE SHEET

I. Objective Sheet and Occupational Information

  A. Discuss the unit objective with students.

  B. Show the relation of the objective to the occupational information.

  C. Use additional information and/or objectives as needed when localizing the unit to suit your particular training needs.

II. Information Sheets

  A. Information Sheet #1--Recording Figures

    1. This information lists some of the different types of recordings that may be made.

    2. Use Transparency #1--Student Attendance Card--to reinforce this information.

  B. Information Sheet #2--Attendance Records

    1. This information relates some of the various reasons for needing complete and accurate records of attendance.

    2. Use the following transparencies to aid this area of information:

      a. TM-1--Student Attendance Card

      b. TM-2--Absence Sheet

      c. TM-3--Tardy Sheet

      d. TM-4--Attendance Summary

    3. Use Assignment Sheet #1--Recording Attendance--to reinforce this area of information.

    4. Add information if needed.

  C. Information Sheet #3--Transferring

    1. This information relates some of the data required for students who are transferring within a district, or to a school outside the district.

    2. Use the following transparencies to aid this area of information:

      a. TM-5--Transfer Form

  - b. TM-6--Consent for Release of Information
  - c. TM-7--New Students and Reentries
  - d. TM-8--Withdrawal Form

3. Use Assignment Sheet #2--Transferring Students--to reinforce this area of information.

4. Add information if needed.

D. Information Sheet #4--Answering Inquiries

1. Use Transparency #9--Talking to Parents--to reinforce this area of information.

2. Use Assignment Sheet #3--Inquiries--to help students reinforce this area of information.

3. Add information if needed.

E. Information Sheet #5--Special Reports

1. This information will help student in gathering required data efficiently and quickly.

2. Add information if needed.

III. Transparency Masters

Use the following transparency masters as either student handouts or use them for classroom discussion.

A. TM-1--Student Attendance Card

B. TM-2--Absence Sheet

C. TM-3--Tardy Sheet

D. TM-4--Attendance Summary

E. TM-5--Transfer Form

F. TM-6--Consent for Release of Information

G. TM-7--New Students and Reentries

H. TM-8--Withdrawal Forms

I. TM-9--Talking to Parents

IV. Assignment Sheets

A. Assignment Sheet #1--Filling Out Attendance Card

1. Use Information Sheet #1--Recording Figures--and Transparency #1--Student Attendance Card--to aid in completing the assignment sheet.
2. Add any questions deemed necessary.

B. Assignment Sheet #2--Recording Attendance

1. Use Information Sheet #2--Attendance Records--and Transparencies #1--Student Attendance Card, #2--Absence Sheet, #3--Tardy Sheet, and #4--Attendance Summary--as aids in completing the assignment sheets.
2. Add any questions deemed necessary.

C. Assignment Sheet #3--Transferring Students

1. Use Information Sheet #3--Transferring--and Transparencies #5--Transfer Form, #6--Consent for Release of Information, #7--New Students and Reentries, and #8--Withdrawal Forms.
2. Add any questions deemed necessary.

D. Assignment Sheet #4--Inquiries

1. Use Information Sheet #4--Answering Inquiries, and Transparency #9--Talking to Parents
2. Add any questions or information deemed necessary.

V. Answers to Assignment Sheets

A. If students have difficulty in answering any of the assignments, refer to the answer sheets.

B. Any questions added to the assignment sheets should be reflected on the answer sheets.

VI. Unit Test

A. The unit test has four sections, and can be given in parts or all at once.

B. If information has been added, additional questions may be included in the test.

VII. Answers to Unit Test

A. Answers are provided for all the questions asked.

B. If questions have been added to the test, the answers also should be included.

ATTENDANCE CLERK

ADDITIONAL RESOURCE MATERIAL

I. Material Currently Available

The following is a list of instructional material found in Volumes I and II, ODP Teacher's Guide, listed under the general responsibilities relating to Attendance Clerk:

A. Obtains district attendance figures from each school daily, using telephone

Vol. I, Unit V (Entire Unit)

B. Totals figures, using calculator

Vol. I, Unit X (Entire Unit)

C. Collects data and prepares standard state reports, using typewriter

1. Vol. II, Unit II (Entire Unit) or Unit IV rev. ed.
2. Vol. II, Unit X (Entire Unit) or Unit V rev. ed.

D. Maintains file of interdistrict attendance agreements, bills outside district for attendance within districts, and notifies supervisor of agreement expirations.

1. Vol. I, Unit XIV (Entire Unit)
2. Vol. I, Unit XV (Entire Unit)

II. References

Smith, John Allan. The Secretary's Handbook. 2nd ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

ATTENDANCE CLERK

INFORMATION SHEET #1--RECORDING FIGURES

I. Attendance recording for regular students

   A. Each grade is to be listed separately.

   B. Teachers may report the attendance daily.

   C. Every student's attendance is marked on a permanent record.

II. Special classes for foreign students

   Students from foreign countries sometimes receive special training; thus, the time they spend in special training must be recorded.

III. Mentally Retarded or Gifted Students

   A. It is important that accurate records are kept for each student. This helps to show the progress made in various time periods.

   B. Some schools are equipped with facilities for retarded and gifted children. These students work on a different type schedule than the regular classes; therefore, their records will be recorded in a different manner.

ATTENDANCE CLERK

INFORMATION SHEET #2--ATTENDANCE RECORDS

I. Accurate records of attendance are important because schools are required to make monthly, semester, and annual reports, and some districts require daily reports. Additional reports may be required throughout the year.

- A. Enrollment may rise rapidly due to:
  - 1. New industry
  - 2. Enlargement of existing facilities
  - 3. New government facilities
    - a. Military bases
    - b. Government projects
- B. Enrollment may fall due to the closing or termination of a number of employees from a facility.
- C. State and local financial support is derived from:
  - 1. Taxes
  - 2. Aid from governmental agencies, based on average daily attendance
- D. Federal government financial support is obtained through grants.

II. Elementary Schools

- A. Attendance is recorded by the teacher and sent to the office, usually once a day, in the morning, so it can be passed on to the cafeteria workers.
- B. Some schools also record attendance in the afternoon.

III. Secondary Schools

- A. Attendance is recorded by the teacher in every class. (Schools may differ as to when records are sent to the office.)
  - 1. Some schools have office helpers to pick up records at the end of each period.
  - 2. Some pick up only names of absentees.
  - 3. List may be posted outside classroom door.

B. For federal records, attendance count is designated for a certain time each day.

    1. Accurate records are important

    2. Proofread all information

    3. Prepare final copy and compare to original report

    4. Use care in corrections

C. Records reflect student:

    1. Discipline

    2. Attendance

IV. Cafeteria

A. To prepare meals in the cafeteria:

    1. An accurate count is important

    2. Government compensation to school lunch programs is determined by the number of students who eat in the cafeteria

B. Accurate preparation of meals can be better planned and waste controlled if the number of persons planning to eat is known early in the morning

C. Cafeteria help can be adjusted with accurate count

ATTENDANCE CLERK

INFORMATION SHEET #3--TRANSFERRING

I. Interview new students

  A. Ask if they have attended school in your district before; if so, records can be easily obtained

  B. Ask previous grade level

  C. Obtain name and location of last school attended

  D. List student's home address

  E. Will need transcript of credit if student is in high school

II. Telephone school previously attended, if necessary

III. There are various forms to be completed and some may differ according to school district

  A. Most school systems have preprinted forms which can be completed by student and includes:

    1. Name of student

    2. Birth date

    3. Old and new home addresses

    4. Parent or guardian

    5. Grade

    6. Previous school attended

    7. Last date attended

  B. When dealing with elementary students the attendance clerk

    1. Will need to get information from parents or guardian

    2. May talk with student regarding needed information

ATTENDANCE CLERK

INFORMATION SHEET #4--ANSWERING INQUIRIES

I. Always listen carefully, do not overstep your authority and if needed, ask the principal for help.

II. Most inquiries will be from parents

  A. They may phone

  B. They may visit in person

  C. They may send a note

  D. Some may be unreasonable because they

    1. Are unaware of school's rules

    2. Don't know what school's responsibilities are toward students

III. Dealing with inquiries from parents

  A. Always listen attentively

  B. Avoid giving advice or information other than what the parent requests

  C. If parents are angry, try to calm them down

    1. Be understanding

    2. Be sympathetic

    3. And again, be an attentive listener

    4. Study the complaint

  D. Explain your position

  E. If necessary, refer parent to the administrator who can discuss problems from the school's viewpoint

IV. Inquiries from school officials

  A. Inquiries to clerk may be from

    1. Principal

    2. Superintendent

    3. School Board

    4. Other officials

  B. Inquiries may be made by phone, in writing, or in person. Records must be current at all times and accurate. They should be easily located to avoid any delay.

ATTENDANCE CLERK

INFORMATION SHEET #5--SPECIAL REPORTS

I. Collecting Data

  A. Notify persons who can provide necessary information.

    1. Make the request early enough to give teacher or person having information sufficient time to gather data.

    2. Remind teachers one full day before information is due in your office.

    3. Make the requests as simple as possible.

  B. Collect the information.

  C. Prepare the report in accordance with regulations.

  D. Make sure everything is in order, accurate, and the correct number of copies is included.

  E. Make sure all the required signatures are accurate.

  F. Send the completed forms to their destination on time.

II. Types of Data

  A. Forms

  B. Diagrams

  C. Charts

  D. Graphs

III. Types of reports include:

  A. Accident
  B. Federal, funds
  C. Vandalism and theft
  D. Damages from fire, water, tornadoes, earthquakes, etc.
  E. Annual
  F. Accreditation
  G. Health
  H. Punishment
  I. Inventories
  J. Budgets
  K. Racial distribution

STUDENT INFORMATION AND ATTENDANCE CARD

STUDENT'S NAME ____ ID NUMBER ____ GRADE ____ SEX ____ DATE REGISTERED ____

PARENT'S NAME ____ ADDRESS ____

OCCUPATION OF PARENTS ____ BUSINESS PH. ____ HOME PH. ____

SCHOOL LAST ATTENDED ____ SCHOOL DISTRICT ____ FEDERAL EMPLOYED ____ LOCKER NO. ____ HOMEROOM NO. ____

SCHEDULE OF CLASSES

PERIOD	1st Quarter	2nd Quarter	3rd Quarter	Room Number	Office Use
1					
2					
3					
4					
5					
6					

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
FIRST QUARTER																									
SECOND QUARTER																									
THIRD QUARTER																									
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F

TM-1

ABSENCE SHEET

School Name____________________

ALL STUDENTS LISTED ON THIS SHEET ARE ABSENT ALL DAY FOR ATTENDANCE ACCOUNTING. SEPARATE BY GRADE AND SEX. SHOW TOTALS BY GRADE AND SEX.

School Code:___________ Day:__________ Date:__________

Absence Code: A

I.D. Number	Name	Grade	Sex	1	2	3	4	5	6	Reason for absence

TARDIES

Senior High School

NAME	PERIOD	NAME	PERIOD

ATTENDANCE SUMMARY SHEET

School Name____________________

School Code:__________ Day:__________ Date:__________

Enrollment(Membership):__________ Absent:__________ Present:__________

Instructions:

Page 1: Complete the six blanks indicated above.

Page 2: Complete the three blanks indicating School Code, Day, and Date. List new entries and re-entries on this page only. Complete each column in the table.

Page 3: Complete the three blanks indicating School Code, Day, and Date. List withdrawals(drops) on this page only. Complete each item indicated in the table(Reason is optional)

Page 4: Complete the three blanks indicating School Code, Day, and Date. List half-day kindergarten absentees on this sheet only. Complete each item indicated in the table (Reason is optional). Pay special attention to the second period column.

Page 5: The directions for this page are the same as for Page 4 with the exception that this page is for students marked absent all day.

TRANSFER FORM

Name in full ______________________ Parent's address ______________________
Last First Middle Number Street City State
School entered from ______________________ Address ______________________
Withdrew __________ __________ Re-entered __________ __________
Date Reason for withdrawal Date
Withdrew __________ __________ Re-entered __________ __________
Date Reason for withdrawal Date

Summer School (SS) and Correspondence (CC)

Test Results:

Special comments, Honors received,
Offices held, etc.

Immunizations

	Date	Date	Date	Date
DTP				
Oral Polio				

Grading System

A	90-100
B	80- 89
C	70- 79
D	60- 69
F	0- 59

Accredited by Texas Education Agency Southern Association
Certified by:

____
Principal Date

Transcripts to:

TM-5

PARENTAL CONSENT FOR RELEASE OF STUDENT INFORMATION

By my signature I hereby grant permission for the release of the following records of ____________________________, whom I certify to be my child or legal ward:

(Own records if consent is by student 18 years of age or older.)

1. ____
2. ____
3. ____
4. ____
5. ____

My reason for release of these records is:

____

____

____

The records listed above are to be released to:

____

NOTE: In the event a copy of the information being released is requested by the (parent(s) or guardian(s), the parent(s) or guardian(s) is to indicate whether a copy is also requested for the student: ______ Yes ______ No

______________________ Date	______________________ Parent Guardian or Student (18 or older)
______________________ Date Records Released	______________________ Address
______________________ Custodian of Records	______________________ Address

NEW STUDENTS AND RE-ENTRIES

School Name____________________

ALL STUDENTS ON THIS SHEET ARE NEW ENTRIES OR RE-ENTRIES. SEPARATE THE STUDENTS BY GRADE AND SEX. SHOW TOTALS FOR EACH GRADE AND SEX.

School Code:__________ Day:__________ Date:__________

Entry Codes: B1 or B2 for New Entries; C1 or C3 for Re-entries

Eligibility Codes: E - Eligible; I - Ineligible; T - Transfer

I.D. Number	Name	E,I T	Sex	B1,C1 B2,C3	Grade	Age Sept.1	Birth Date	Parent Name Address

NOTICE OF WITHDRAWAL

NAME:

DATE:

CLASS:

PERIOD	SUBJECT	BOOK NO.	GRADE	TEACHER

LIBRARY CLEARANCE

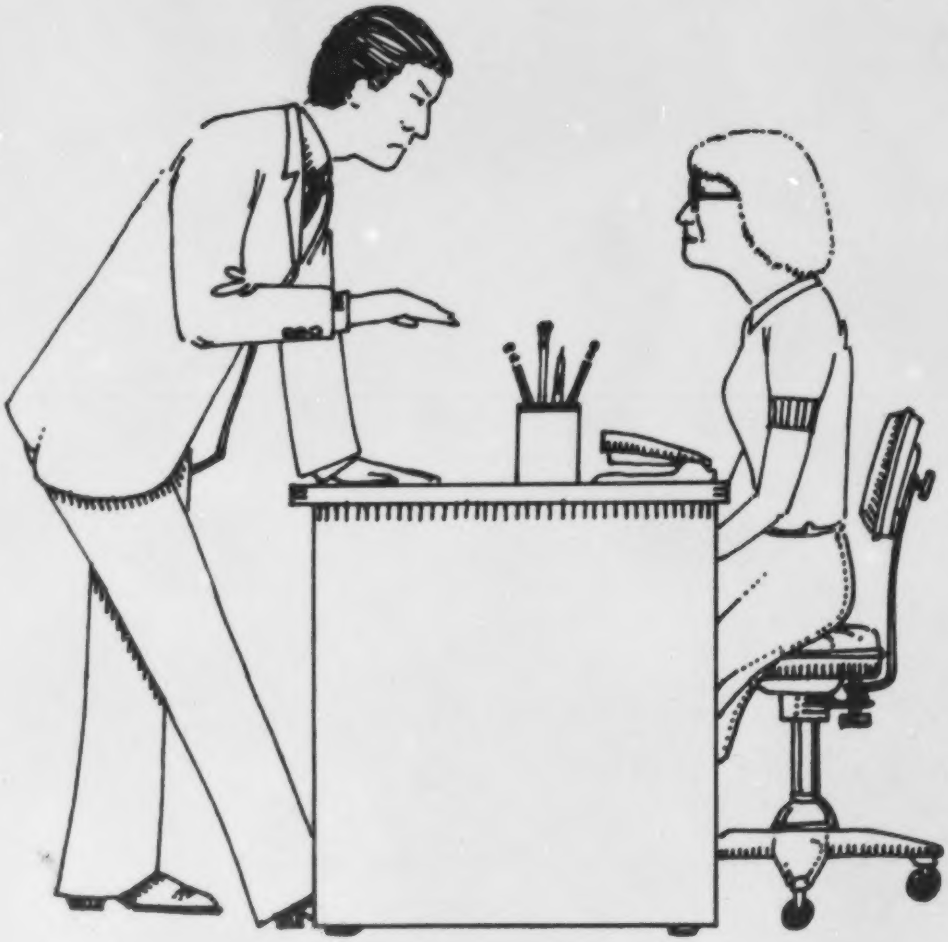
OFFICE CLEARANCE

COUNSELOR

REASON FOR WITHDRAWAL

PRINCIPAL'S SIGNATURE

TALKING TO PARENTS



ATTENDANCE CLERK

ASSIGNMENT SHEET #1--FILLING OUT ATTENDANCE CARD

Directions: Complete the attendance card on the following page with the following information:

Joe Ted Smith
Male
9-5-75
10
2536
George Smith
2929 Willow Avenue
Salesman
427-3596
427-2224
Madison High
Jefferson
no
42
6
First Quarter
1-Math
2-Chemistry
3-History
4-English
5-Art
6-Athletics

Second Quarter

1-Math
2-Chemistry
3-History
4-English
5-Art
6-Athletics

Room Number

6
10
4
11
20
7

STUDENT INFORMATION AND ATTENDANCE CARD

STUDENT'S NAME ______ ID NUMBER ______ GRADE ______ SEX ______ DATE REGISTERED ______

PARENT'S NAME ______ ADDRESS ______

OCCUPATION OF PARENTS ______ BUSINESS PH. ______ HOME PH. ______

SCHOOL LAST ATTENDED ______ SCHOOL DISTRICT ______ FEDERAL EMPLOYED ______ LOCKER NO. ______ HOMEROOM NO. ______

SCHEDULE OF CLASSES

PERIOD	1st Quarter	2nd Quarter	3rd Quarter	Room Number	Office Use
1					
2					
3					
4					
5					
6					

	M T W T F	M T W T F	M T W T F	M T W T F	M T W T F
FIRST QUARTER					
SECOND QUARTER					
THIRD QUARTER					
	M T W T F	M T W T F	M T W T F	M T W T F	M T W T F

ATTENDANCE CLERK

ASSIGNMENT SHEET #2--RECORDING ATTENDANCE

Directions: Match the statement on the left with the correct answer or answers in the column on the right. Answers may be used more than once.

_____ 1. Enrollment may rise rapidly due to ____

_____ 2. Financial support from the federal government is obtained through ____

_____ 3. In elementary schools, the attendance is recorded by the __

_____ 4. An accurate attendance count in the morning is very important for the ____

_____ 5. Attendance in secondary schools is taken every ____

_____ 6. Enrollment can fall due to closing of ____

_____ 7. When preparing reports, all material should be ____

_____ 8. Some schools have office help who pick up attendance records at the end of each ____

_____ 9. The amount of monies delegated to schools from the federal government are arrived at by ____

_____10. A new military base in an area will cause a rapid rise in the school____

A. attendance

B. period

C. cafeteria

D. new industry

E. annually

F. grants

G. facilities

H. teacher

I. class period

J. enlarging facilities

K. proofread

ATTENDANCE CLERK

ASSIGNMENT SHEET #3--TRANSFERRING STUDENTS

Directions: Fill in the blanks with the correct answers from the following list.

grade

parents

name

address

location

birth date

transcript

district

parent or guardian

1. When interviewing a new student, ask the ____________ and ________________ of previous school.
2. It is important to have the student's current ____________.
3. You will need to obtain a ______________ if the student is in high school.
4. Most schools have printed forms which will give information about student as to current ______________, ______________, ________________, or __________________.
5. If student is transferring within the same ______________, their records will be easily obtained.
6. Elementary students are sometimes too young to be interviewed and therefore you may have to interview the _________________________ for information.

ATTENDANCE CLERK

ASSIGNMENT SHEET #4--INQUIRIES

Directions: Have two or three students role-play in situation of parent or parents complaining to attendance clerk of situation of student being tardy at school several times.

ATTENDANCE CLERK

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

STUDENT INFORMATION AND ATTENDANCE CARD

Joe Ted Smith	2536	10	Male	9-5-75
STUDENT'S NAME	ID NUMBER	GRADE	SEX	DATE REGISTERED

PARENT'S NAME George Smith ADDRESS 2929 Willow Avenue

OCCUPATION OF PARENTS Salesman BUSINESS PH. 427-3596 HOME PH. 427-2224

Madison High	Jefferson	No	42	6
SCHOOL LAST ATTENDED	SCHOOL DISTRICT	FEDERAL EMPLOYED	LOCKER NO.	HOMEROOM NO.

SCHEDULE OF CLASSES

PERIOD	1st Quarter	2nd Quarter	3rd Quarter	Room Number	Office Use
1	Math	Math		6	
2	Chemistry	Chemistry		10	
3	History	History		4	
4	English	English		11	
5	Art	Art		20	
6	Athletics	Athletics		7	

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
FIRST QUARTER																									
SECOND QUARTER																									
THIRD QUARTER																									
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F

Assignment Sheet #2

1. D and J
2. E
3. H
4. C
5. I
6. G
7. L
8. B
9. F and A
10. F

Assignment Sheet #3

1. name, location
2. address
3. transcript
4. grade, birth date, parent or guardian
5. district
6. parents

Assignment #4

Evaluated to the satisfaction of the instructor

ATTENDANCE CLERK

UNIT TEST

Section I

Write True or False in the space provided at the left to answer the following:

____ 1. Reports may be requested anytime during the year.

____ 2. Enrollment may fall in a school district because a plant or factory goes on strike.

____ 3. Federal financial support is evaluated annually.

____ 4. Elementary schools record the attendance only in the afternoon.

____ 5. Enrollment may rise in a school district because a military base is enlarged.

____ 6. In secondary schools,the teachers record their class attendance each class period.

____ 7. Accurate preparation of meals can be better planned when an accurate count is made.

____ 8. Federal reports and records need to be done in a hurry and if errors have been made don't worry as you can correct them next time.

____ 9. Some teachers post their attendance records outside their classrooms.

____10. Proofread all reports for accuracy and proper corrections.

Section II

Answer the following questions with brief answers.

1. When trying to obtain information concerning a student who has just transferred to your school, you can

   a.

   b.

   c.

   d.

2. List four items concerning students that will be listed on transfer forms.

   a.

   b.

   c.

   d.

3. List two things you might do to obtain information from an elementary student.

   a.

   b.

4. If student is transferring in same district, you can obtain information by

Section III

Write True or False in the space provided at the left to answer the following:

______ 1. If parents phone with a complaint, you should use your authority and tell them anything to make them happy.

______ 2. Inquiries sometimes come from the School Board which you need to be prepared to answer.

______ 3. If a parent is angry, listen and be understanding.

______ 4. Always handle parents yourself; the principal is too busy to be bothered with irate parents.

______ 5. It is important to always be a good listener.

______ 6. Some parents are unaware of school rules.

______ 7. Avoid giving information other than what has been requested.

______ 8. The administration can best deal with problems from the school's viewpoint.

______ 9. If parents are angry, don't calm them down as they may resent you.

______ 10. Inquiries can be made only in writing.

______ 11. You only need to worry about inquiries from parents.

______ 12. It is most important for your records to be current and accurate.

Section IV

Fill in the blanks with the correct answers to the following questions from the list below:

1. All reports should be prepared in accordance to ____________.
2. Be sure the completed report forms are sent to their _________________ on time.
3. When requesting data from a teacher, be sure to request _________________ enough to give them __________________ time to prepare information.
4. Make reminders to teachers _______ full day(s) before information is due in your office.
5. Be sure all information is in ________________ and accurate number of copies are included.
6. It is up to you to _________________ information.
7. Make your requests for information as ____________ as possible.
8. Type of data may include forms, ____________, _____________ and __________________.
9. There are several different types of _______________ which may be submitted.
10. Five different types of reports would be ______________, ____________, _______________, _______________, and ______________.

charts

collect

reports

health

federal, funds

one

annual

order

punishment

accident

regulations

sufficient

accreditation

budgets

diagrams

inventories

damages from fire

vandalism

destination

simple or easy

racial distribution

graphs

early

ATTENDANCE CLERK

ANSWERS TO UNIT TEST

Section I

1. True
2. False
3. True
4. False
5. True
6. True
7. True
8. False
9. True
10. True

Section II

1. a. Ask student
   b. Phone previous school
   c. Ask parents
   d. Look at records from previous school
2. List should include four of the following:
   a. Name of student
   b. School
   c. Last date attended
   d. Grade
   e. Birth date
   f. Parent or guardian
   g. Old and new home address
3. a. Talk to student
   b. Talk to parent or guardian
4. Phoning school last attended for records

Section III

1. False
2. True
3. True
4. False
5. True
6. True
7. True
8. True
9. False
10. False
11. False
12. True

Section IV

1. Regulations
2. Destination
3. Early, sufficient
4. One
5. Order
6. Collect
7. Simple or easy
8. Diagrams, charts, graphs
9. Reports
10. Any five from the list below
    1. Accident
    2. Federal, funds
    3. Vandalism
    4. Damages from fire, water, tornadoes, earthquakes, etc.
    5. Annual
    6. Accrediation
    7. Health
    8. Punishment
    9. Inventories
    10. Budgets
    11. Racial distribution

STOCK CLERK

DOT NO. 222.387-058

STOCK CLERK (clerical)

DOT NO. 222.387-058

Receives, stores, and issues equipment, material, supplies, merchandise, foodstuffs, or tools, and compiles stock records in stockroom, warehouse, or storage yard.

General Responsibilities

* Receives, stores, and issues equipment, material, supplies, merchandise, foodstuffs, or tools, and compiles stock records in stockroom, warehouse, or storage yard
* Counts, sorts, or weighs incoming articles to verify receipt of items on requisition or invoices
* Examines stock to verify conformance to specifications
* Stores articles in bins, on floor, or on shelves, according to identifying information, such as style, size, or type of material
* Fills orders or issues supplies from stock
* Prepares periodic, special, or perpetual inventory of stock
* Requisitions articles to fill incoming orders
* Compiles reports on use of stock handling equipment, adjustments of inventory counts and stock records, spoilage of or damage to stock, location changes, and refusal of shipments
* May mark identifying codes, figures, or letters on articles
* May distribute stock among production workers, keeping records of material issued

STOCK CLERK

OVERALL OBJECTIVE

After completing this unit, the student should be able to perform the basic skills of a stock clerk, such as marking and storing stock, compiling reports, transporting stock, and tagging and numbering stock. Knowledge of this material will be evidenced through demonstration and by satisfactorily completing a unit test.

OCCUPATIONAL INFORMATION

Employment opportunities for the stock clerk can be found in any area but are most plentiful in the urban areas. The duties of the stock clerk can cover a wide range, depending on the size and type of establishment. Stock clerks receive, store, and issue merchandise, supplies, materials, equipment, or tools. Stock clerks also keep records and inventories. Employers prefer high school graduates. Reading and mathematical skills are necessary, and typing and filing skills are very useful. Chances of getting jobs are good. The employment of stock clerks is expected to increase a great deal through the mid-1980s, due to new businesses, retirements, and other vacancies.

STOCK CLERK

INSTRUCTOR'S RESOURCE SHEET

I. Objective Sheet and Occupational Information

   A. Discuss the unit objective with students

   B. Show the relationship of the objective with the occupational information

   C. Add information and objectives necessary when localizing the unit to suit your particular training needs

II. Information Sheets

   A. Information Sheet #1--Marking and Storing Stock

      1. This information will help the student become familiar with some of the responsibilities of the stock clerk in the stockroom

      2. Use Transparency #1 and show the students examples of tags and labels

      3. Add any information you may deem necessary

   B. Information Sheet #2--Stock Record Card

      1. Use Transparency #5 to show students what the forms look like and explain how to complete the card

      2. Add information you consider essential in preparing the reports

   C. Information Sheet #3--Distribution of Stock

      1. Use Transparency #4 to show what information is required to fill an order

      2. Use Transparency #5 to help student learn how to keep accurate records in the stockroom

      3. Use Assignment Sheet #1--Stock Requisition Forms--to reinforce information

      4. Use Assignment Sheet #2--Stock Record Card--to reinforce information

   D. Information Sheet #4--Transporting Goods to Other Departments

      1. Use Assignment Sheet #3--Methods of Transporting Goods--to reinforce information

      2. Add information concerning ways of transporting goods

E. Information Sheet #5--Compiling Reports

1. Explain the importance of submitting a report for different situations and to whom the report would be directed

2. Add information you consider essential in preparing the reports

III. Transparency Masters

A. TM-1--Tags and Labels

1. Use the transparency master as a student handout or for classroom discussion

2. Obtain or make several different kinds of tags and labels and discuss the type of stock with which each would be used

B. TM-2--Storage of Stock

C. TM-3--Carelessness Can Be Dangerous

D. TM-4--Stock Requisition Forms

Use transparency master as a handout or for classroom discussion

E. TM-5--Stock Record Card

Use transparency master as a handout or for classroom discussion

F. TM-6-- Transporting Goods

IV. Assignment Sheets

A. Assignment Sheet #1--Stock Requisition Forms

1. Use Information Sheet #3--Distribution of Stock, and Transparency #4--Stock Requisition Forms--as aids in completing assignment sheet

2. Add any questions you consider necessary

B. Assignment Sheet #2--Stock Record Card

1. Use Information Sheet #3--Distribution of Stock, and Transparency #5--Stock Record Card--as aids in completing assignment sheet

2. Add any questions you deem necessary

C. Assignment Sheet #3--Methods of Transporting Goods

  1. Use Information Sheet #4--Transporting Goods to Other Departments, and Transparency #6--Transporting Goods--as aids in completing assignment sheet

  2. Add any questions deemed necessary in relation to transportation

V. Answers to Assignment Sheets

  A. If students have difficulty in answering any of the assignments, refer to the answer sheets

  B. Any questions added to the assignment sheets should be reflected on the answer sheets

VI. Unit Test

  A. The unit test has four sections. It can be given all at once or a section at a time.

  B. If information has been added, include questions to cover the material in the test

VII. Answers to Unit Test

  A. Answers are provided for the questions asked

  B. If questions are added to the test, the answers should be listed on the answer sheets

STOCK CLERK

ADDITIONAL RESOURCE MATERIAL

I. Material Currently Available

The following is a list of instructional material found in Volume II, ODP Teacher's Guide, listed under the general responsibilities relating to Stock Clerk:

A. Receives, stores, and issues equipment, material, supplies, merchandise, foodstuffs, or tools, and compiles stock records in stockroom, warehouse, or storage yard.

Vol. II, Unit III (Entire Unit), or Unit II, rev. ed.

B. Counts, sorts, or weighs incoming articles to verify receipt of items on requisition or invoices.

1. Vol. II, Unit III, Page III-7, Information Sheet, Sections I and III, or Unit II, rev. ed.
2. Vol. II, Unit III, Page III-9, Transparencies 1 and 2, or Unit II, rev. ed.
3. Vol. II, Unit III, Page III-23, Assignment Sheet #4--Completing Receiving Reports, or Unit II, rev. ed.
4. Vol. II, Unit III, Page III-25, Assignment Sheet #6--Completing Stock Cards, or Unit II, Page II-27, rev. ed.

C. Stores articles in bins, on floor, or on shelves, according to identifying information such as style, size, or type of material.

1. Vol. II, Unit III, Page III-7, Information Sheet, Section II, or Unit II, rev. ed.
2. Vol. II, Unit III, Page III-9, Transparency 1, or Unit II, rev. ed.

D. Fills orders or issues supplies from stock

Vol. II, Unit III (Entire Unit), or Unit II, rev. ed.

E. Prepares periodic, special, or perpetual inventory of stock

1. Vol. II, Unit III, Page III-7, Information Sheet, Section I, or Unit II, rev. ed.
2. Vol. II, Unit III, Page III-9, Transparency 1, or Unit II, rev. ed.

F. Requisitions articles to fill incoming orders

1. Vol. II, Unit III, Page III-7, Information Sheet, Sections I, III, and V, or Unit II, rev. ed.

2. Vol. II, Unit III, Page III-13, Transparencies 3 and 4, or Unit II, rev. ed.

3. Vol. II, Unit III, Page III-27, Assignment Sheet #5--Completing Stock Request, or Unit II, Page II-25, rev. ed.

4. Vol. II, Unit III, Page III-25, Assignment Sheet #6--Completing Stock Cards, or Unit II, Page II-27, rev. ed.

G. May distribute stock among production workers, keeping records of material issued

1. Vol. II, Unit III, Page III-8, Information Sheet, Section IV, or Unit II, rev. ed.

2. Vol. II, Unit III, Page III-9, Transparency 1, or Unit II, rev. ed.

3. Vol. II, Unit III, Page III-25, Assignment Sheet #6--Completing Stock Cards, or Unit II, rev. ed.

II. References:

A. Archer, Fred C., Raymond R. Brecker, and Jeffrey R. Stewart, Jr. General Office Procedures. 4th ed. Dallas: Gregg and Community College Division, McGraw-Hill Book Company.

B. Felter, Emma K., and Marie Reynolds. Basic Clerical Practice. 2nd ed. Dallas: Gregg Publishing Division, McGraw-Hill Book Company, Inc.

C. Friedman, Sherwood, and Jack Grossman. Applied Clerical Practice. 2nd ed. New York: Pitman Publishing Corporation.

D. Pasewark, William R. and Mary Ellen Oliverio. Clerical Office Procedures. 5th & 6th ed. Dallas: South-Western Publishing Co.

STOCK CLERK

INFORMATION SHEET #1--MARKING AND STORING STOCK

I. When handling stock, the stock clerk needs to be:

  A. Neat

  B. Orderly

  C. Accurate

  D. Reliable

  E. Honest

II. Receiving Stock

  A. Inspect

  B. Assign number

  C. Store properly

III. Marking Stock

  A. All stock must be coded, by letter and/or number, depending on company policy

  B. If possible, use a simple, easy method

  C. Tag or label all stock

    1. May include:

      a. name of item

      b. number and/or letter

      c. color coding

    2. May be attached:

      a. to the item

      b. on storage shelf

    3. Tags or labels should be placed where they can be easily read

  D. An accurate record of coding must be kept

    1. In card file or rotary index

    2. On information or tally sheets

IV. Storing Stock

A. Stock stored in bins can be identified by using the following:

1. Number of bin
2. Location of bin
3. Stock number
4. Name of article
5. Size
6. Weight
7. Color

B. Stock which is most often called for should be kept near the work area of the stock clerk

1. Saves time
2. Saves steps

C. Place new stock behind existing stock. Stamp or write date on new items as they arrive, to indicate what should be used first

D. Large objects should be kept on or near the floor to avoid excessive lifting

E. Stock of the same type, description, or size should be stored in the same area

F. May be stored in:

1. Shelves
2. Bins
3. Boxes
4. Stacks on floor
5. Hanging from wall or ceiling
6. Drawers

G. Stock should always be kept where it belongs so that it can easily be located

H. Stock stored on shelves should be

1. Neat
2. In order
3. In even rows
4. Filed by number and/or letter

I. The stock shelves and bins need to be dusted and cleaned often

J. Paper and other inflammable objects should not be left lying around as careless persons could accidently start a fire

K. Goods received, which will not be used at once must be kept where they can be easily found, and should:

1. have proper temperature and humidity
2. have good air circulation
3. be properly stored
4. be easily moved
5. be handled carefully

STOCK CLERK

INFORMATION SHEET #2--STOCK RECORD CARD

Stock Record Card--Complete information on the articles in the stockroom

A. Shows how many of each article is available for use or for sale

B. Is a reminder when to reorder articles when supply is low

C. Shows the total value of items on hand for accounting records

D. Indicates oversupply

E. Shows items which move quickly or those which move slowly

F. Has the following information:

1. Name and/or stock number
2. Brand, size, color, or other description
3. How items are packaged
4. Number or location of shelf or bin
5. Cost of each item
6. Maximum or minimum to have on hand
7. Date items were received
8. Date items were issued
9. Date and number of items ordered
10. Balance of items on hand

STOCK CLERK

INFORMATION SHEET #3--DISTRIBUTION OF STOCK

Stock Requisition--A formal written request for items from the stockroom to be picked up or to be delivered to the person requesting them.

A. There are several types of requisition forms, and most have several copies. For example, a requisition having four parts would be distributed as follows:

  1. Original, which remains in stockroom

  2. Carbon copies

     a. A copy to be returned with items ordered and indicated any materials not in stock

     b. A copy for person who approved the requisition

     c. A copy for person requesting supplies

B. Stock can be requested:

  1. In writing

     a. The stock clerk is responsible for assembing the items

     b. Stock clerk may be responsible for delivering items

  2. By phone

     a. The stock clerk is responsible for assembling the items, and--

     b. May be responsible for delivering items

  3. In person

     Persons who go to the stockroom for items frequently carry them to their desk if they are manageable

C. When stock is delivered, always CHECK the following:

  1. All items listed on the requisition are included

  2. Delivery to the right location

  3. A copy of the requisition is signed by someone to show items have been delivered

D. The stock clerk may be required to split packages and boxes to deliver the correct amount of items requested

STOCK CLERK

INFORMATION SHEET #4--TRANSPORTING GOODS TO OTHER DEPARTMENTS

I. Transporting goods is done in several ways, depending on the size of the item. Some of the ways goods can be moved are by:

   A. Conveyor

   B. Overhead carrier

   C. Chute

   D. Platform truck

   E. Forklift

   F. Tractor/trailer

   G. Dolly

   H. Small cart

   I. By hand

II. Goods should always be handled with care, but especially so if marked instructions are on the cartons or items. If items are to be packed before transporting, the following should be done:

   A. Protect the contents by putting enough packing in shipping cartons

   B. If two or more items are being packed in the same carton, they should be cushioned to prevent damaging one another

   C. Lightweight items and heavy items should not be packed in the same container

III. Be sure to keep accurate records of all goods leaving the stockroom, and that proper labeling is on the goods sent out

STOCK CLERK

INFORMATION SHEET #5--COMPILING REPORTS

Reports are important and must be accurate. The reports may cover several different areas.

A. The inventory count changes constantly and should be reported periodically to keep supplies available and up to date.

B. When material is received, it should be checked immediately and a report submitted as to the condition of the goods.

C. When the location of stock is changed, a report needs to be submitted as to the new location. Some of the reasons for moving stock are:

   1. making room for new stock

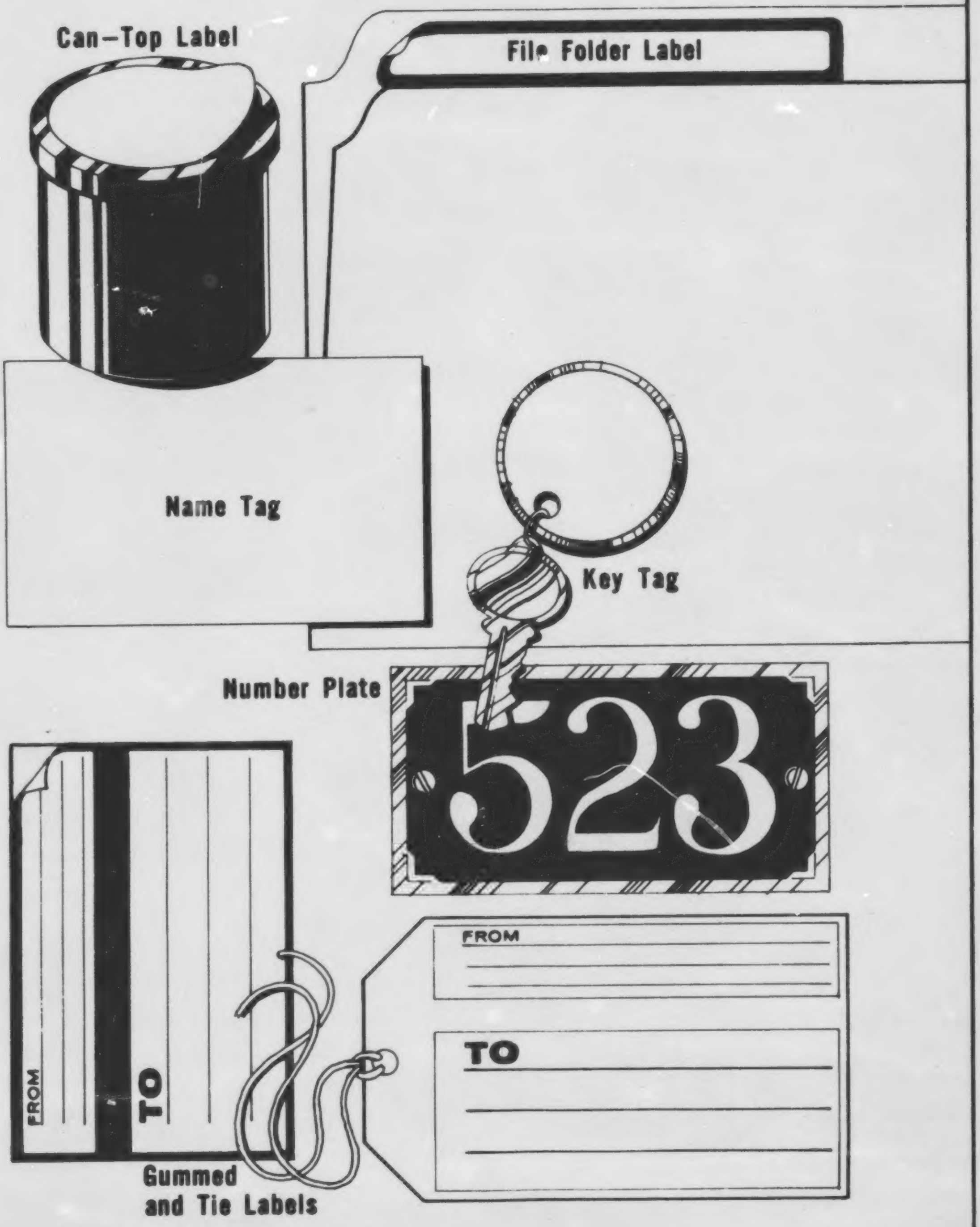
   2. doing away with obsolete stock

   3. changing priority of stock on hand

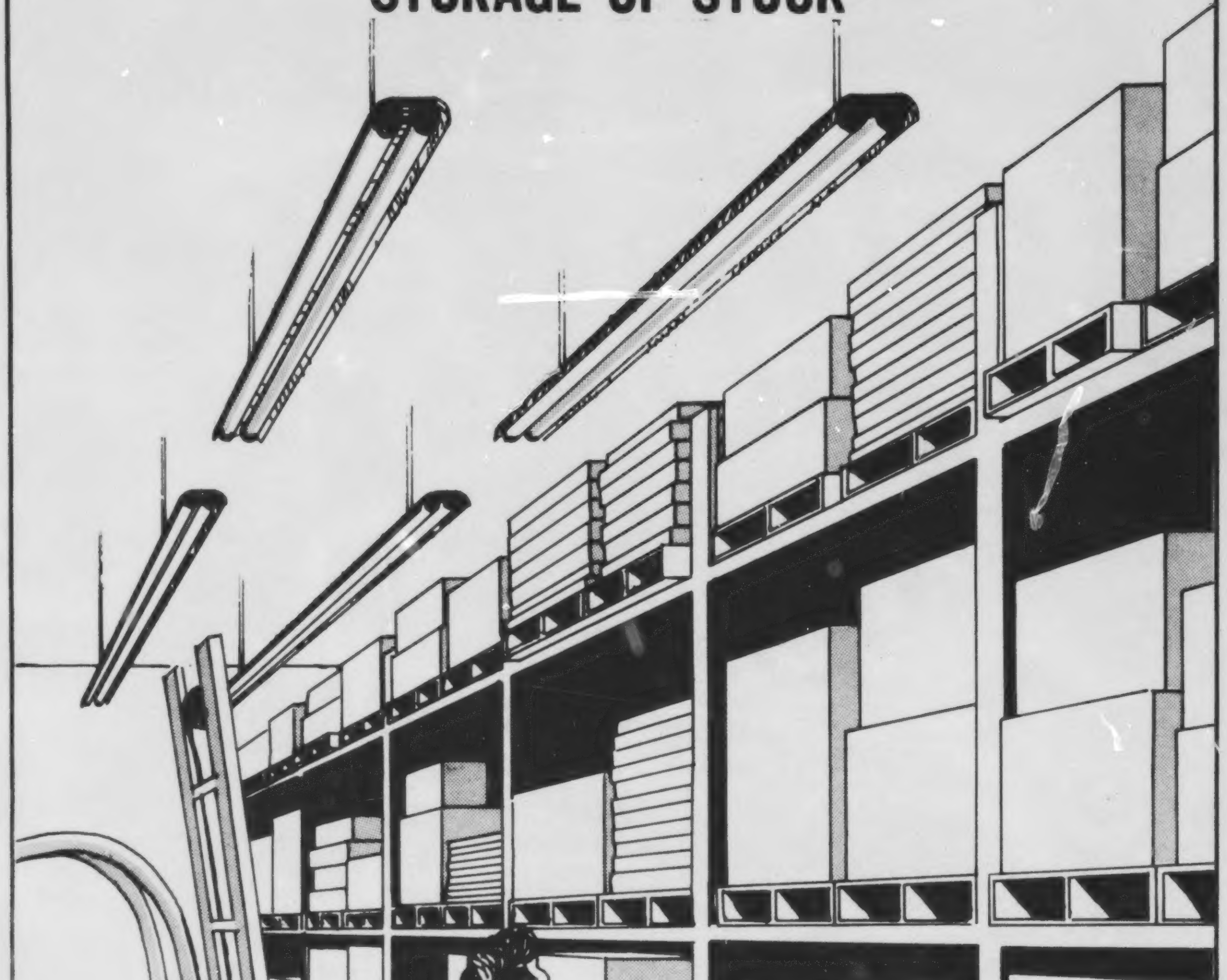
D. If a shipment is refused, a report must be submitted to keep payment from being made for goods not received. This report needs to contain information why the shipment was refused.

E. A report should be written if stock handling equipment needs to be repaired or replaced.

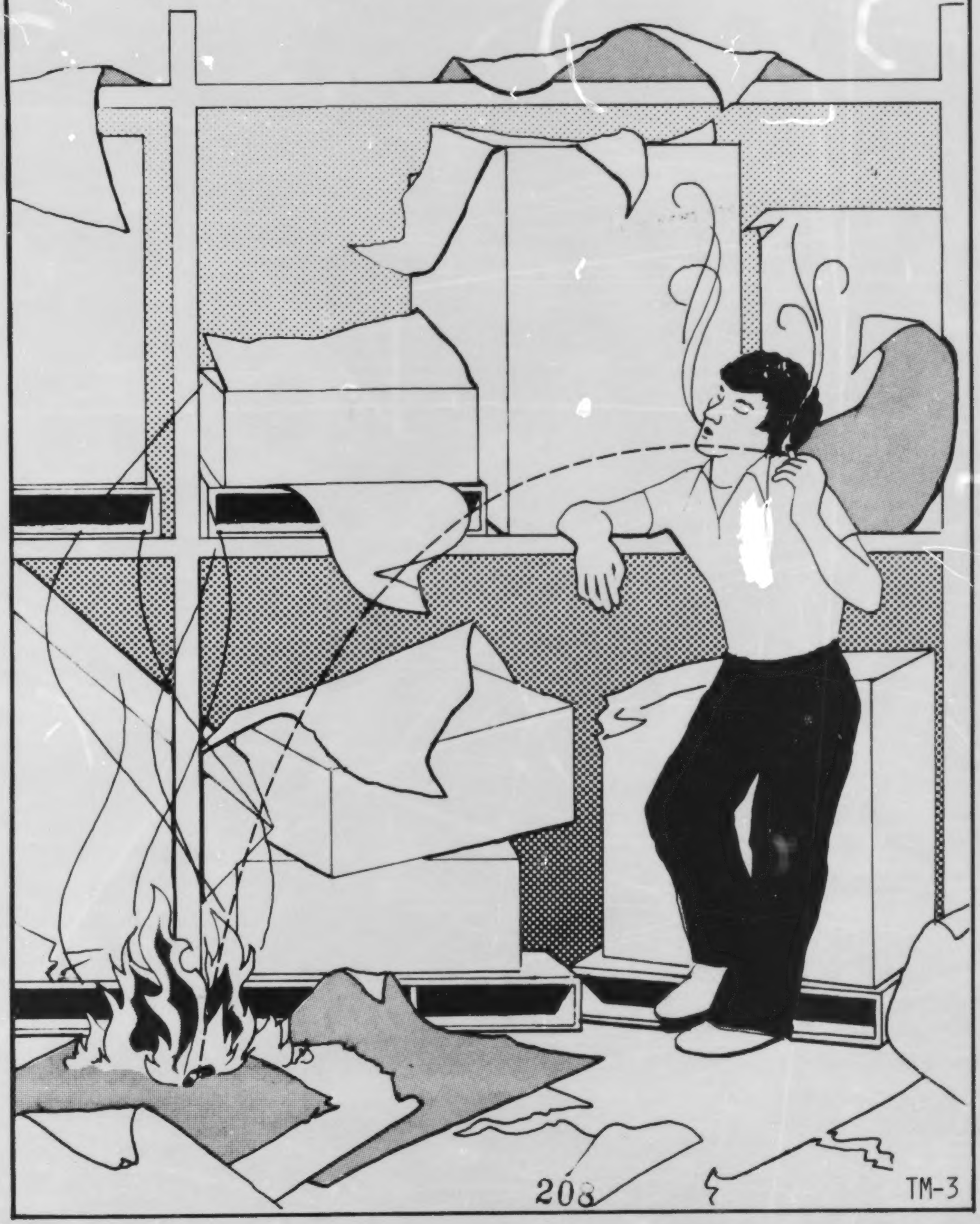
TAGS AND LABELS


Can–Top Label
File Folder Label
Name Tag
Key Tag
Number Plate
523
FROM
TO
FROM
TO
Gummed
and Tie Labels

STORAGE OF STOCK

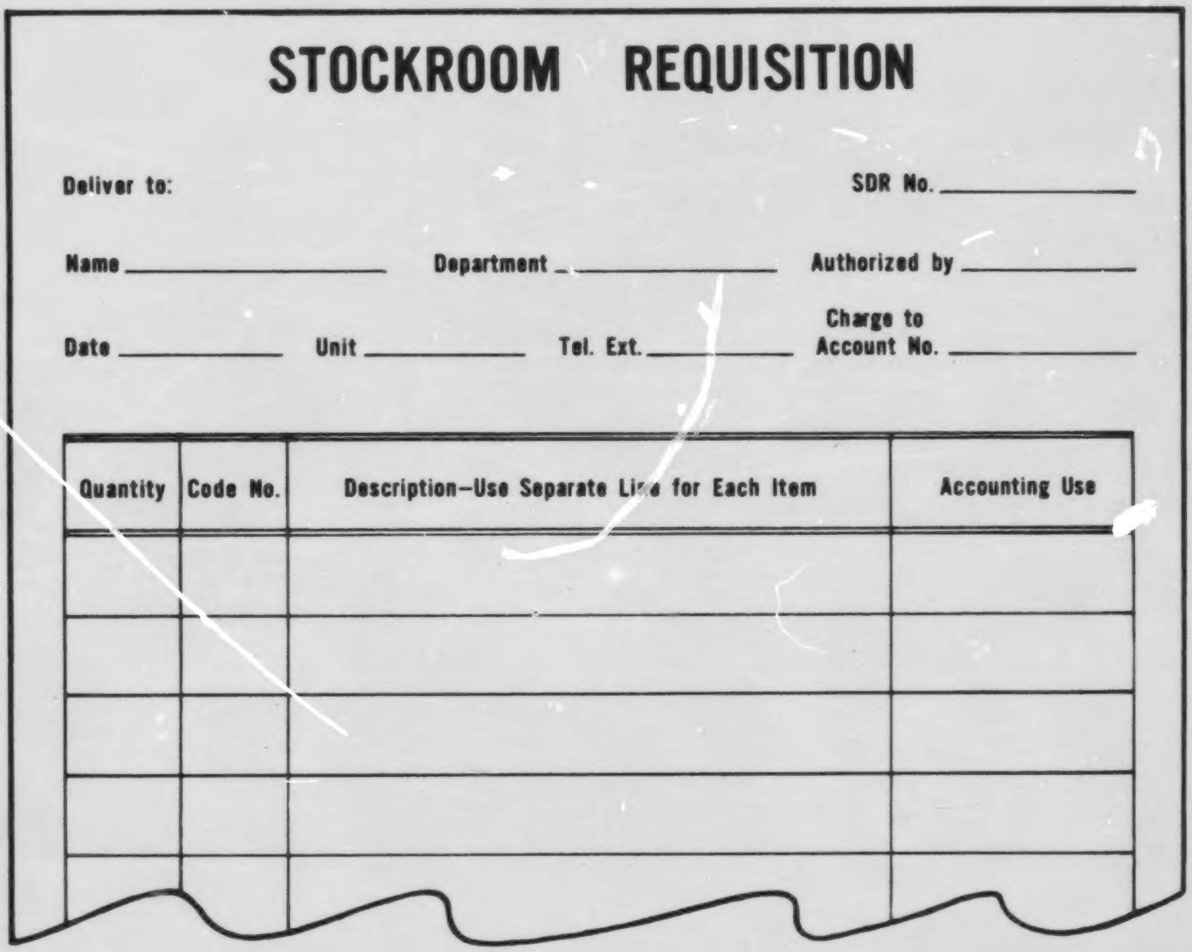


CARELESSNESS CAN BE DANGEROUS



TM-3

STOCK REQUISITION FORMS



STOCKROOM REQUISITION

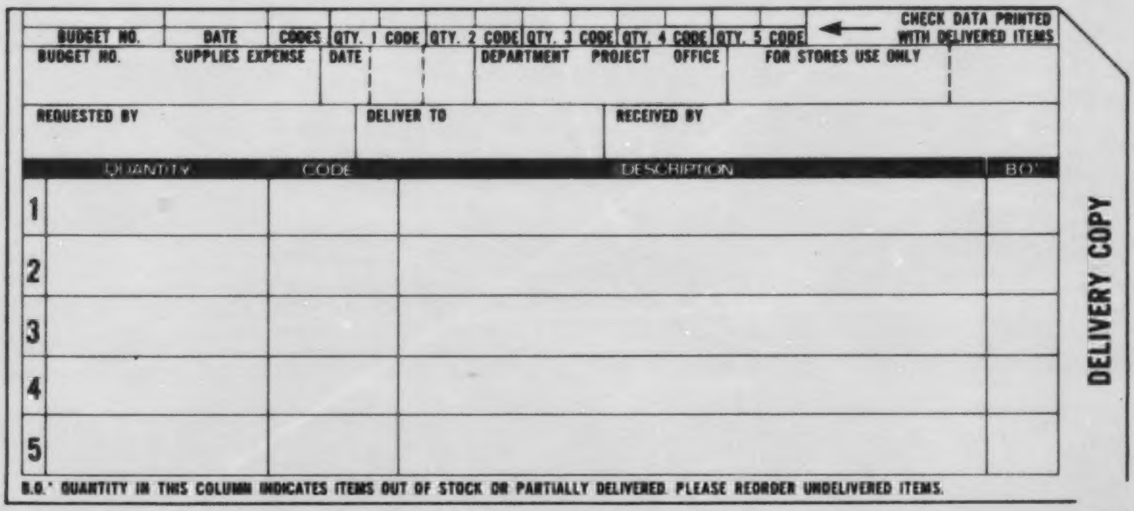
Deliver to:

SDR No. ______________

Name ______________ Department ______________ Authorized by ______________

Date ______________ Unit ______________ Tel. Ext. ______________ Charge to Account No. ______________

Quantity	Code No.	Description—Use Separate Line for Each Item	Accounting Use



BUDGET NO.	DATE	CODES	QTY. 1 CODE	QTY. 2 CODE	QTY. 3 CODE	QTY. 4 CODE	QTY. 5 CODE	← CHECK DATA PRINTED WITH DELIVERED ITEMS

BUDGET NO. SUPPLIES EXPENSE | DATE | DEPARTMENT PROJECT OFFICE | FOR STORES USE ONLY

REQUESTED BY | DELIVER TO | RECEIVED BY

	QUANTITY	CODE	DESCRIPTION	BO*
1				
2				
3				
4				
5				

B.O.* QUANTITY IN THIS COLUMN INDICATES ITEMS OUT OF STOCK OR PARTIALLY DELIVERED. PLEASE REORDER UNDELIVERED ITEMS.

DELIVERY COPY

STOCK RECORD CARD

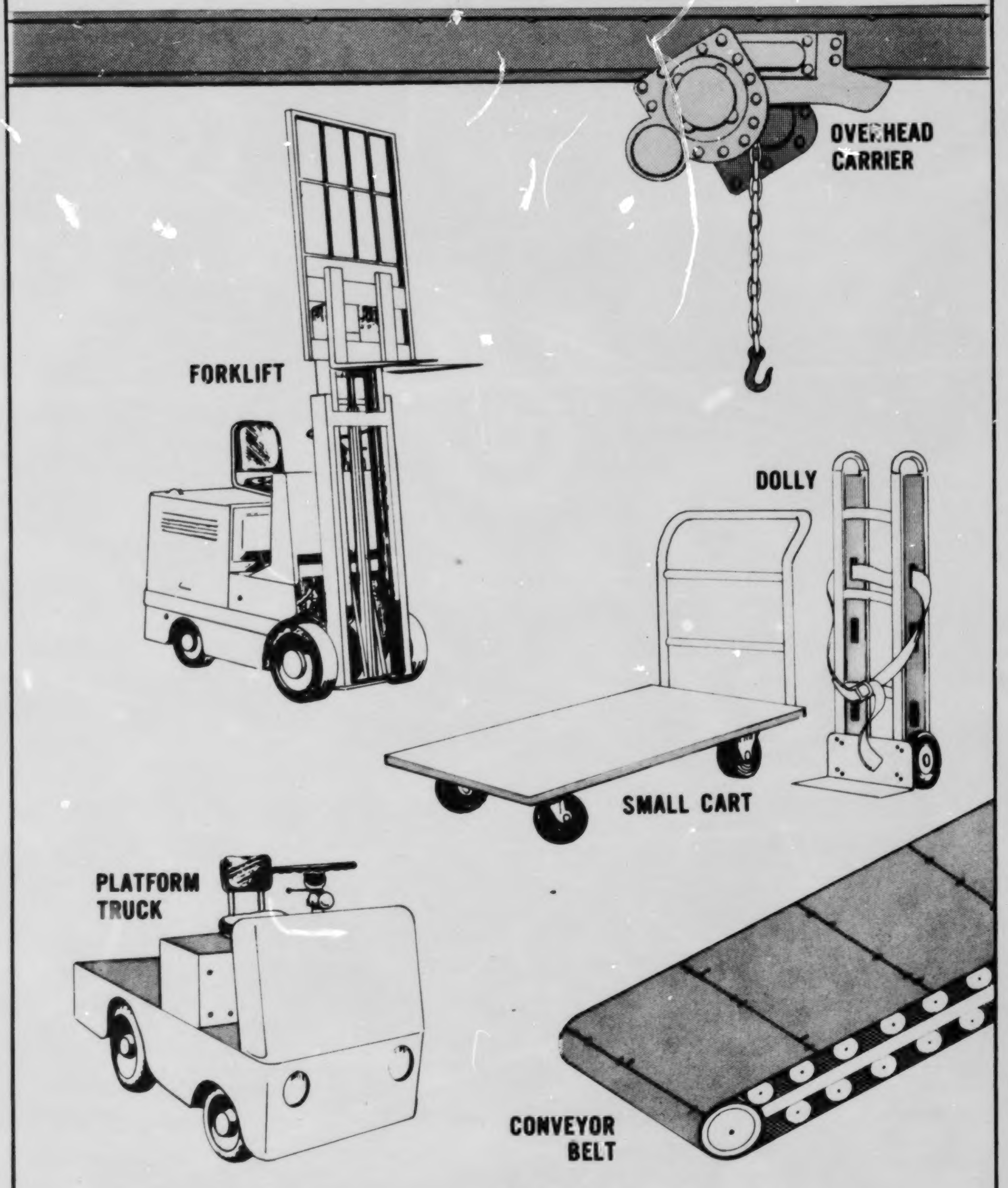
ITEM ____________________ **Maximum** __________

STOCK No. ____________________ **Minimum** __________

UNIT ____________________

Date		Quantity Received	Quantity Issued	Balance
19	__			

TRANSPORTING GOODS


OVERHEAD CARRIER
FORKLIFT
DOLLY
SMALL CART
PLATFORM TRUCK
CONVEYOR BELT

STOCK CLERK

ASSIGNMENT SHEET #1--STOCK REQUISITION FORMS

Directions: Complete the following forms, using the information supplied.

Date: April 20, 197__

Unit: Accounting

Tel. Extension: 257

Name: Mary Jones

Department: Sales

SDR No. B-1-432

Authorized by: JKG

Description--Purchases-Cash Payments Journal

Ledger sheets--Cash Rec.-Sale Journal
Ledger sheets--General Journal

Charge to:
Acct. No.: 52-993

Quantity: 100
25
50

Code No: 52AC-201
52AC-355
52AC-408

STOCKROOM REQUISITION

Deliver to: **SDR No.** ____________

Name ____________ **Department** ____________ **Authorized by** ____________

Date ____________ **Unit** ____________ **Tel. Ext.** ____________ **Charge to Account No.** ____________

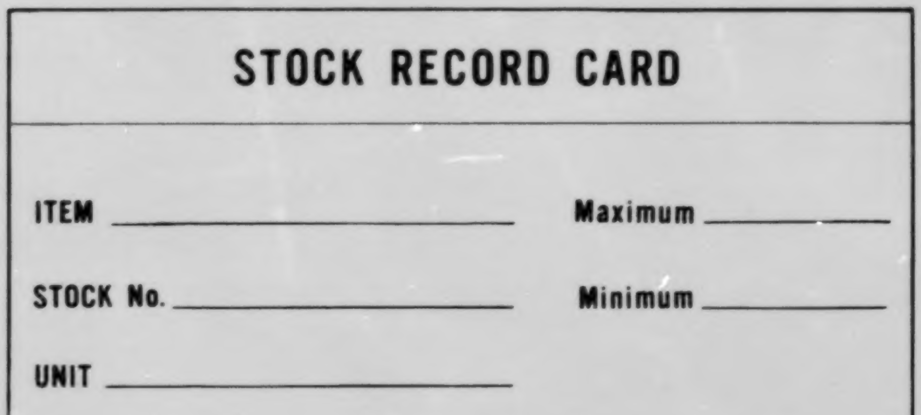
Quantity	Code No.	Description—Use Separate Line for Each Item	Accounting Use

STOCK CLERK

ASSIGNMENT SHEET #2--STOCK RECORD CARD

Directions: Complete the following form, using the information provided:

Item: baseballs	Date: June 1
Stock No.: 395	Received: 2,500
Unit: each	June 4: Issued 1,300 June 10: Issued 500
Maximum: 5,000	June 13: Received 1,500
Minimum: 500	Balance: 2,500; 1,200; 700; 2,200.



STOCK RECORD CARD

ITEM ____________________ **Maximum** __________

STOCK No. ____________________ **Minimum** __________

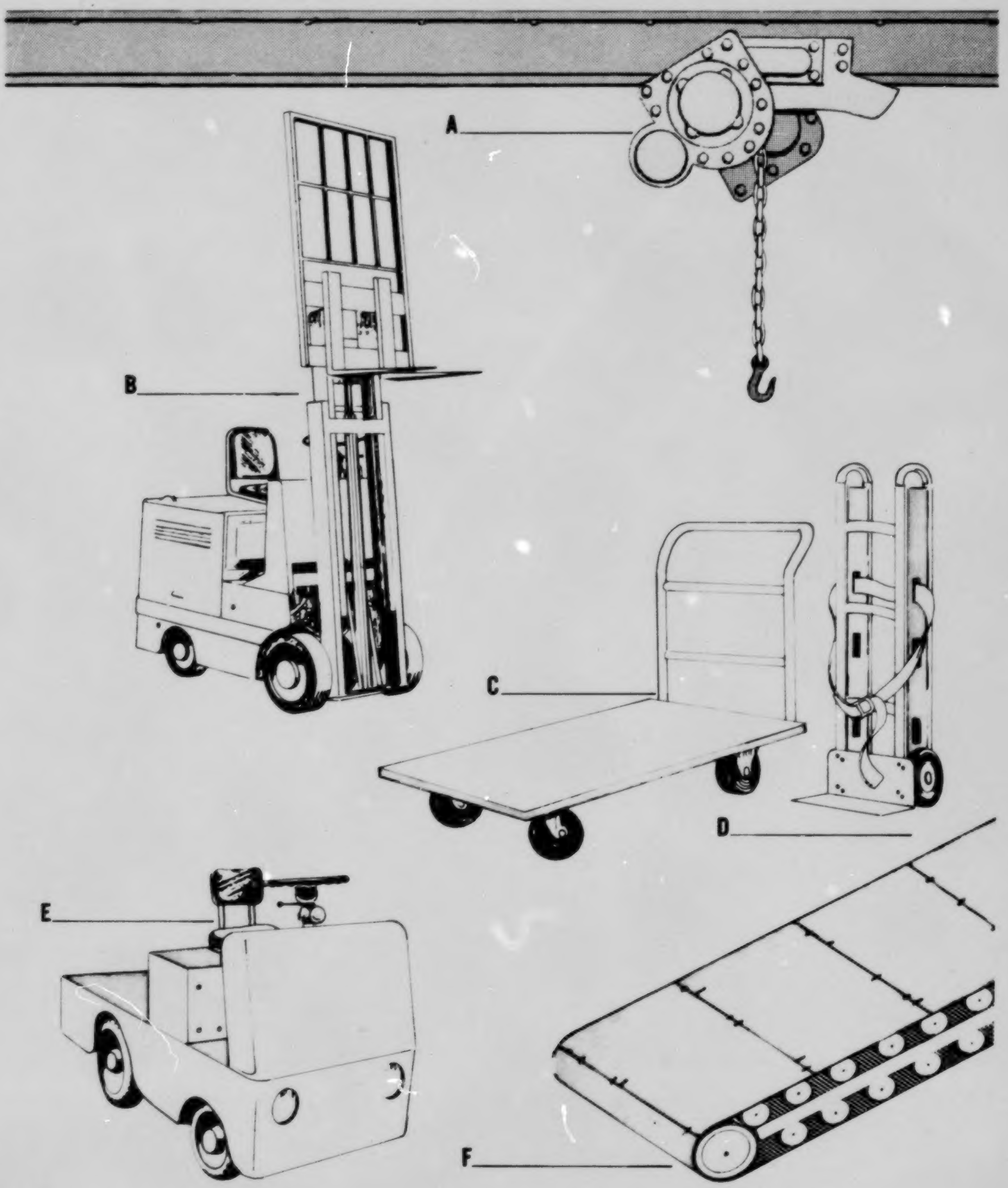
UNIT ____________________

Date		Quantity Received	Quantity Issued	Balance
19	__			

STOCK CLERK

ASSIGNMENT SHEET #3--METHODS OF TRANSPORTING GOODS

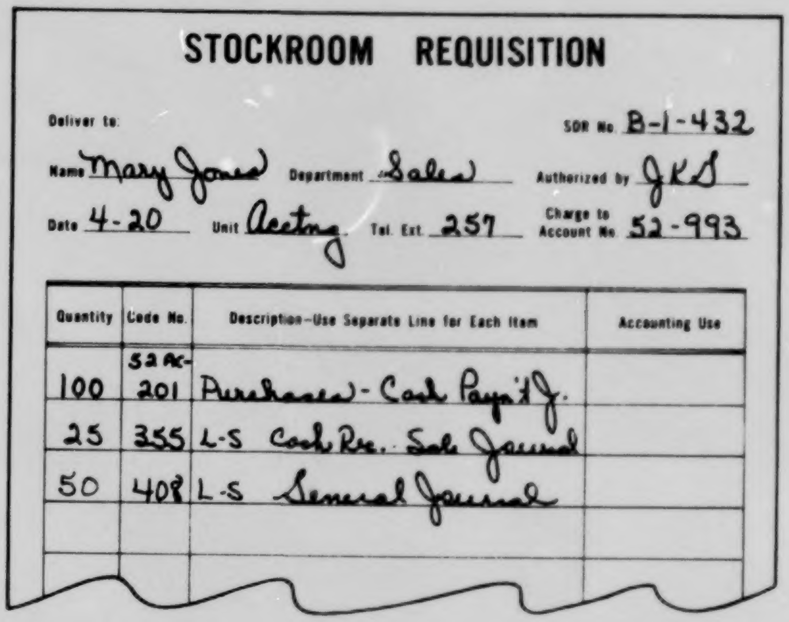
Directions: Identify the following methods of transportation:



STOCK CLERK

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1



STOCKROOM REQUISITION

Deliver to:

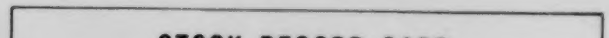
SDR No. B-1-432

Name Mary Jones Department Sales Authorized by JKS

Date 4-20 Unit Acctng. Tel. Ext. 257 Charge to Account No. 52-993

Quantity	Code No.	Description—Use Separate Line for Each Item	Accounting Use
100	52 Ac- 201	Purchases - Cash Paym't J.	
25	355	L-S Cash Rec. Sale Journal	
50	408	L-S General Journal	

ASSIGNMENT SHEET #2



STOCK RECORD CARD

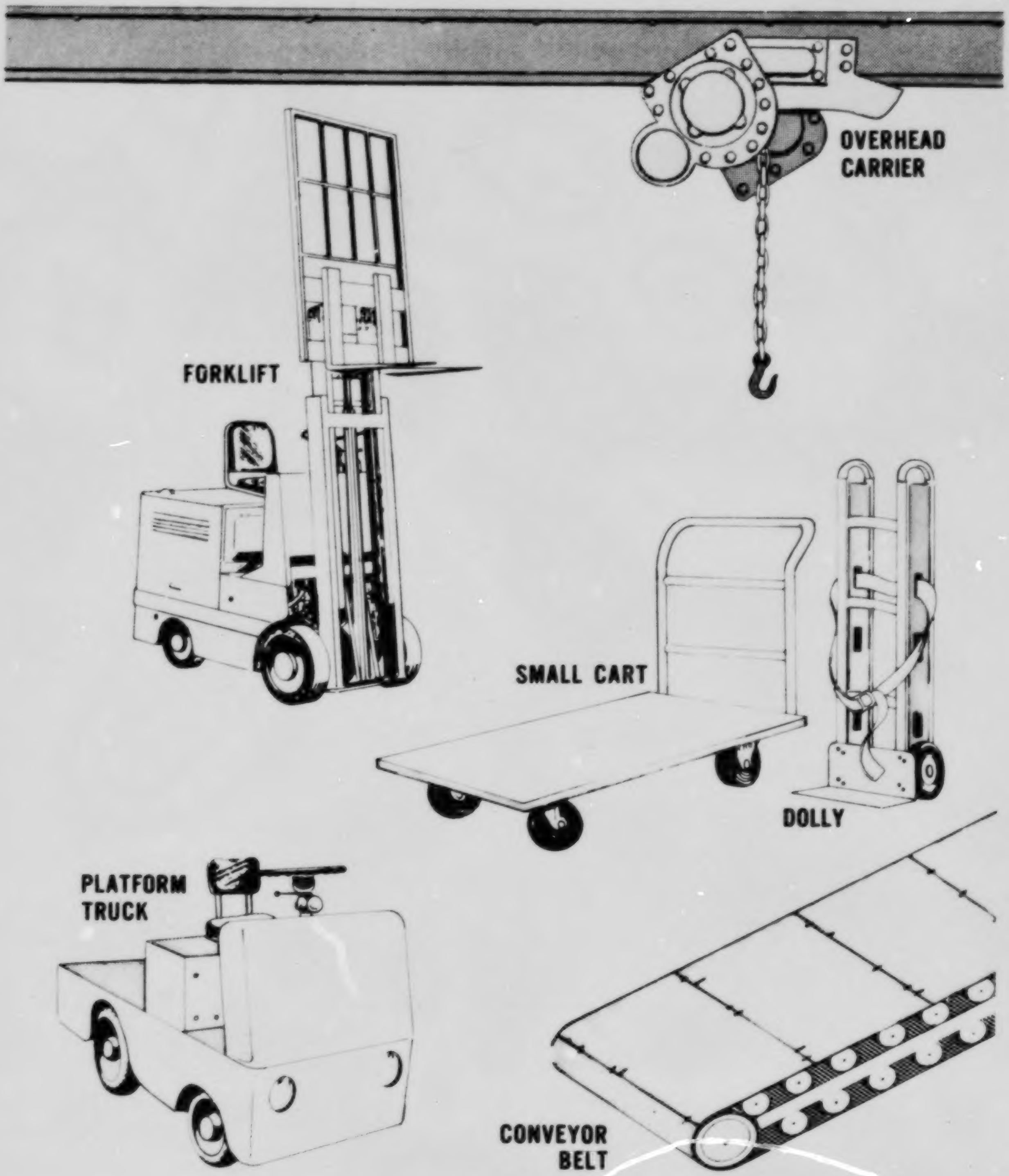
ITEM Baseballs Maximum 5,000

STOCK No. 395 Minimum 500

UNIT each

Date 19__		Quantity Received	Quantity Issued	Balance
6	1	2,500		2,500
6	4		1,300	1,200
6	10		500	700
6	13	1,500		2,200

ASSIGNMENT SHEET #3


OVERHEAD CARRIER
FORKLIFT
SMALL CART
DOLLY
PLATFORM TRUCK
CONVEYOR BELT

STOCK CLERK

UNIT TEST

Section I

Choose the answer which best fits each statement or question by circling the letter at the left.

1. A stock clerk needs to be
   a. neat
   b. orderly
   c. honest
   d. all of the above
2. When goods are received in the stockroom, the first step is to
   a. clean them
   b. put in appropriate place
   c. inspect the goods
   d. code the goods
3. Stock which is tagged properly will be
   a. easier to keep clean
   b. easier to locate
   c. easier to load
   d. all of the above
4. Identification on goods should
   a. face the front
   b. be easy to read
   c. contain required description
   d. all of the above
5. Merchandise that is frequently used needs to be stored
   a. at eye level
   b. at a convenient place to save time and steps
   c. near the door
   d. on shelves only
6. New shipments of stock should be placed
   a. behind the old stock
   b. on the floor
   c. under the counter
   d. in bins to be distributed later

7. To avoid excessive lifting, large objects should be kept
   a. on loading docks
   b. in trucks
   c. clean
   d. on or near floor

8. Items placed in reserve should be stored
   a. at appropriate temperature for merchandise
   b. where adequate space for circulation is provided
   c. where they can be easily identified
   d. all of the above

Section II

Fill in the blanks with the correct answer.

1. A __________ __________ gives the complete information on the articles in the stockroom.

2. The first copy of a requisition form is the ______________.

3. A formal written request for items from the stockroom is called a ______________ ______________.

4. A stock record card serves as a reminder to ______________ articles when the supply is low.

5. Stock can be requested in ____________, in ______________, or ________________.

6. When items are received, it is the responsibility of the ________________ to collect them and see that they are delivered to the proper location.

7. When stock is delivered, make sure all the items listed on the ________________ matches what has been packed.

8. Make sure items are delivered to the right ______________.

9. When stock is delivered, the person receiving the items should ______________ the requisition to show items have been delivered.

10. If the requisition is for less than the bulk received, the stock clerk may be required to ____________ the package.

11. In the distribution of copies of the requisition, the ______________ remains in the stockroom, a carbon copy is returned to the person _____________ the items, and a carbon copy goes to the ________________.

Section III

Answer the following by writing TRUE or FALSE in the blanks at the left.

_____1. The best method of moving a refrigerator would be to use a chute.

_____2. A dolly can easily move objects of various sizes.

_____3. Some articles are moved from stockroom to office by hand.

_____4. The only time packages or cartons need to be transported with any care is when the item is marked "Handle With Care."

_____5. Lightweight and heavy items can be packaged in the same container if they are cushioned heavily.

_____6. A forklift can easily transport heavy items from one place to another.

_____7. Two or more items can be packed in the same box without cushioning if they are the same size.

_____8. A dolly can be pushed or pulled.

Section IV

If the following statements are true, place a "✓" in the blank.

_____1. Stock clerk reports may cover several things, and must be accurate.

_____2. A report from the stock clerk is submitted only if the stock handling equipment becomes out of date.

_____3. Since inventory changes constantly, stock clerks should be asked to submit reports often to help keep them busy.

_____4. If new stock has been added to the inventory, a report should be submitted as to the location.

_____5. If a shipment is refused, a report needs to be submitted as to the reason.

_____6. A report needs to be submitted on the arrival of merchandise only if it arrives in bad condition.

STOCK CLERK

ANSWERS TO UNIT TEST

Section I

1. d
2. c
3. b
4. d
5. b
6. a
7. d
8. d

Section II

1. stock record card
2. original
3. stock requisition
4. reorder
5. writing, person, phone
6. stock clerk
7. requisition
8. location or person
9. sign
10. split or divide
11. original, ordering, supervisor

Section III

1. F
2. T
3. T
4. F
5. F
6. T
7. F
8. T

Section IV

1. ✓
2. ____
3. ____
4. ✓
5. ✓
6. ____

APPOINTMENT CLERK

DOT NO. 237.367-010

APPOINTMENT CLERK (clerical)

DOT NO. 237.367-010

Schedules appointments with employer or other employees for clients or customers by mail, phone, or in person, and records time and date of appointment in appointment book.

General Responsibilities

* Schedules appointments with employer or other employees for clients or customers by mail, phone, or in person
* Records time and date of appointment in appointment book
* Indicates in appointment book when appointments have been filled or cancelled
* May telephone or write clients to remind them of appointments
* May receive payments for services, and record them in ledger
* May receive callers
* May operate switchboard

APPOINTMENT CLERK

OVERALL OBJECTIVE

After completing this unit, the student should be able to perform the general responsibilities of an appointment clerk to include answering the telephone, making appointments, receiving payments, and recording messages. Knowledge of this material will be evidenced through application and demonstration, and by satisfactorily completing the unit test.

OCCUPATIONAL INFORMATION

In 1976, approximately 500,000 persons worked as appointment clerks (receptionists). The demand is still high and will continue through the mid-1980s. Responsibilities vary from one business to another, but the relation an appointment clerk has with the public is very important to a company.

Some of the requirements of appointment clerks include an interest in people and the desire to help. A neat appearance, pleasant voice, and the ability to stay calm at all times are also important. Receptionists usually work in areas that are comfortable as well as attractive, and usually have regular office hours. Most organizations realize that appointment clerks do much to promote public relations for them.

APPOINTMENT CLERK

INSTRUCTOR'S RESOURCE SHEET

I. Objective Sheet and Occupational Information

  A. Discuss the unit objective with students

  B. Show relationship of the objective with the occupational information

  C. Add additional information and/or objectives when arranging the unit to suit your particular training needs

II. Information Sheets

  A. Information Sheet #1--General Responsibilities

    1. The terms and definitions will aid the students in understanding some of the responsibilities

    2. Stress to the students that the development of good personality characteristics is very important

    3. Point out to the students the importance of correct procedures in handling office callers

    4. Use Transparency #1--The Reception Area--to reinforce this area of information

    5. Use Assignment Sheet #1--Visitor's Log--to reinforce information given

  B. Information Sheet #2--Handling Appointments

    1. Stress to the students the importance of getting the correct information from the person seeking an appointment

    2. Point out that in scheduling an appointment, there must be no conflicting engagements.

  C. Information Sheet #3--Planning and Maintaining Appointment Calendars

    1. Stress the importance of always having the appointment clerk's and employer's calendars neat and up to date, with all information concerning appointments.

    2. Use Assignment Sheet #2--Maintaining an Appointment Schedule and Calendar--to reinforce this information

  D. Information Sheet #4--Receiving Payments and Recording in Ledger

    1. Point out the importance of keeping accurate records
    2. Use the terms and definitions to acquaint the student with words they will see and hear when working with ledgers
    3. Use Transparency #2--Examples of Ledger Sheets--to reinforce information
    4. Use Assignment Sheet #4--Ledger Cards--to reinforce this information

  E. Information Sheet #5--Operating a Switchboard or Phone

    1. Use this information to help students identify different types of phones and specific uses
    2. This information will help students to know some of the responsibilities in handling a call
    3. Use Transparencies #3 and #4 to aid in identifying kinds of phones

  F. Information Sheet #6--Recording Messages

    1. Stress to the students the importance of taking all messages accurately and completely
    2. Use Assignment Sheet #5--Recording all Messages--to reinforce information

III. Transparency Masters

  A. TM-1--Reception Area

    1. Use the transparency master as a student handout or use in classroom discussions
    2. Discuss various types of reception areas. Have students provide pictures of reception areas for discussion

  B. TM-2--Examples of Ledger Sheets

    1. Use the transparency master as a student handout or use the transparency for classroom discussion
    2. Relate to Information Sheet #4--Receiving Payments and Recording in Ledger--and to Assignment Sheet #4--Ledger Cards

  C. TMs 3A & 3B--Various Phones and Switchboards

    1. Use the transparency master as a student handout or use transparency for classroom discussion

2. Relate to Information Sheet #5--Operating a Switchboard or Phone

D. TM-4--Messages

1. Use transparency master as a student handout or use transparency for classroom discussion.

2. Relate to Information Sheet #6--Recording Messages--and to Assignment Sheet #5--Recording all Messages

IV. Assignment Sheets

A. Assignment Sheet #1--Visitor's Log

1. Have the students use Information Sheet #1--General Responsibilities--as an aid in completing the assignment sheet.

2. Make up additional situations if necessary.

B. Assignment Sheet #2--Maintaining an Appointment Schedule and Calendar

1. Use Information Sheet #2--Handling Appointments--and Information Sheet #3--Planning and Maintaining Appointment Calendars--as aids in completing the assignment sheet.

2. Change any appointments if desired.

C. Assignment Sheet #3--Appointment and Daily Record

1. Use Information Sheet #4--Receiving Payments and Recording in Ledger--to aid in completing the assignment sheet

2. Add any information you consider necessary.

D. Assignment Sheet #4--Ledger Cards

1. Use Information Sheet #4--Receiving Payments and Recording in Ledger--and Transparency #2 as aids in completing the assignment sheet.

2. Add any information considered necessary.

E. Assignment Sheet #5--Recording All Messages

1. Use Information Sheet #6--Recording Messages--and Transparency #4--to aid in completing the assignment sheet.

2. Add any information considered necessary.

V. Answers to Assignment Sheets

   A. If students have difficulty in answering some of the questions on the assignment sheets, refer to the answer sheets.

   B. Any questions added on the assignment sheets should be reflected on the answer sheets.

VI. Unit Test

   A. The unit test has five sections. It can be given all at one time or in parts.

   B. If additional information has been given, questions to reflect this information may be added to the unit test.

VII. Answers to Unit Test

   A. Answers are provided for the questions asked.

   B. If questions have been added to the test, the answers should be reflected on the answer sheet.

APPOINTMENT CLERK

ADDITIONAL RESOURCE MATERIAL

I. Material Currently Available

The following is a list of instructional material found in Volumes I and II ODP Teacher's Guide, listed under the general responsibilities relating to Appointment Clerk.

A. Schedules appointments with employer or other employees for clients or customers by mail, phone, or in person

1. Vol. I, Unit V (Entire Unit)
2. Vol. II, Unit VII, Page VII-7--Information Sheet, Section I or Unit VI, Page VI-7, rev. ed.
3. Vol. II, Unit VII, Page VII-21--Transparency #3 or Unit VI, Page VI-19, rev. ed.
4. Vol. II, Unit VII, Page VII-63--Assignment Sheet #1--Labeling the Parts of a Business Letter or Unit VI, Page VI-61, rev. ed.
5. Vol. II, Unit VII, Page VII-65--Assignment Sheet #2--Labeling the Four Main Sections of a Business Letter or Unit VI, Page VI-63, rev. ed.
6. Vol II, Unit VIII (Entire Unit) or Unit XV, rev. ed.

B. Records time and date of appointment in appointment book

Vol. I, Unit V, Page V-19--Assignment Sheet #1--Role-Playing Situations for Telephone Usage

C. May telephone or write clients to remind them of appointments

1. Vol. I, Unit V, Page V-7--Information Sheet, Sections I, IV, V, VI, and VII
2. Vol. I, Unit V, Page V-25--Assignment Sheet #2--Use the Telephone Directory
3. Vol. II, Unit VII, Page VII-8--Information Sheet, Section I-G and III,or Unit VI, Page VI-8, rev. ed.

D. May receive payments for services, and record them in ledger

1. Vol. II, Univ V, Page V-5--Information Sheet, Sections I and II,or Unit VII, Page VII-5, rev. ed.
2. Vol. II, Unit V, Page V-9--Transparency #1,or Unit VII, Page VII-9, rev. ed.

3. Vol. II, Unit V, Page V-21--Assignment Sheet #1--Labeling Cash Receipts,or Unit VII, Page VII-21, rev. ed.

4. Vol. II, Unit V, Page V-23--Assignment Sheet #2--Role-Playing Change-Making,or Unit VII, page VII-23, rev. ed.

II. References:

A. Douglas, Mary Ann. Secretarial Dental Assistant. Albany, New York: Delmar Publishers, 1976.

B. Moon, Harry R. Office Procedures. Bronx, N.Y.: Milady Publishing Corp., 1977.

C. Occupational Curriculum Lab. Vocational Office Education--Core Curriculum. Commerce, Texas: East Texas State University, 1977.

D. Pasewark, William R. and Mary Ellen Oliverio. Clerical Office Procedures. 6th ed. Dallas: South-Western Publishing Co., 1978.

E. Wood, Merle W. and Margaret A. McKenna. The Receptionist. Dallas: Gregg Division. McGraw-Hill Book Company.

APPOINTMENT CLERK

INFORMATION SHEET #1--GENERAL RESPONSIBILITIES

I. Terms and Definitions

  A. Appointment--An arrangement for a meeting

  B. Calendar--A list of events or activities giving dates and details

  C. Cancellation--Calling off an appointment

  D. Card file--A brief record entered on a card and arranged in alphabetical or numerical order

  E. Escorting--Taking a person to a certain place

  F. Log--A complete record

  G. Mannerisms--Gestures, facial expressions, or speech habits that detract or enhance one's ability to communicate effectively

  H. Peddler--One who offers merchandise for sale

  I. Receptionist--A person hired to greet callers

  J. Reroute--To direct to a different person or office

  K. Scheduling--Appointing or assigning to a fixed time

  L. Screening--Selecting or eliminating those who seek appointments with office personnel

  M. Solicitor--One who requests donations or services

  N. Terminate--To bring to an end

II. Personality Characteristics of a Good Receptionist

  A. Poise

  B. Self-confidence

  C. Empathy

  D. Tact

  E. Courtesy

- F. Self-control
- G. Diplomacy
- H. Fairness
- I. Resourcefulness
- J. Good memory
- K. Keen judgment
- L. Interest

III. Correct Procedure for Greeting and Screening Office Callers

- A. Learn the name of the person visiting
- B. Learn the purpose of the visit
- C. Learn the name of the person's company affiliate
- D. Learn the name of the person to be visited
- E. Escort the person to the proper office
- F. If the executive is busy but can see the caller
  - 1. Politely ask caller to wait
  - 2. Make caller comfortable in the reception area
- G. If the executive is busy and can't see the caller
  - 1. Reroute the caller to another company official
  - 2. Take a message
  - 3. Reschedule the appointment

IV. Classifying the Callers

- A. Persons known to the business
  - 1. Sales representatives
  - 2. Regular customers
  - 3. Friends of the employer
  - 4. Family members
  - 5. Company employees

231

B. Persons unknown to the business

1. Prospective customers

2. New salespersons

3. Peddlers

4. Solicitors

5. Applicants for positions

C. Difficult callers

1. Complainants

2. Disorderly persons

3. Talkative persons

V. Visitor's Log

A. Record complete information about the caller

1. Date

2. Time (arrival and departure)

3. Name

4. Company affiliation

5. Business address

6. Telephone number

7. Name of person called on

B. Care should be taken to include all visitors' names and information in the log

C. Messages received for visitors could be attached to the log

VI. Speaking Skills and Mannerisms Affecting Communication

A. Speech

B. Grammar

C. Voice

D. Pronunciation

E. Enunciation

F. Diction

G. Slang

H. Gestures

I. Facial expressions

VII. Special Duties of an Appointment Clerk

A. Serve or prepare liquid refreshments

1. To office personnel
2. To visitors

B. Handle petty cash fund monies

1. To pay postal charges
2. To purchase minor office supplies
3. To pay delivery persons

C. Maintain appearance of reception area and office by

1. Dusting and emptying ash trays
2. Watering plants
3. Adjusting lighting and temperature
4. Reporting heavy cleaning or repairs necessary to proper personnel

D. Arrange equipment, furniture and supplies

1. For efficient traffic movement
2. For maximum use of space

APPOINTMENT CLERK

INFORMATION SHEET #2--HANDLING APPOINTMENTS

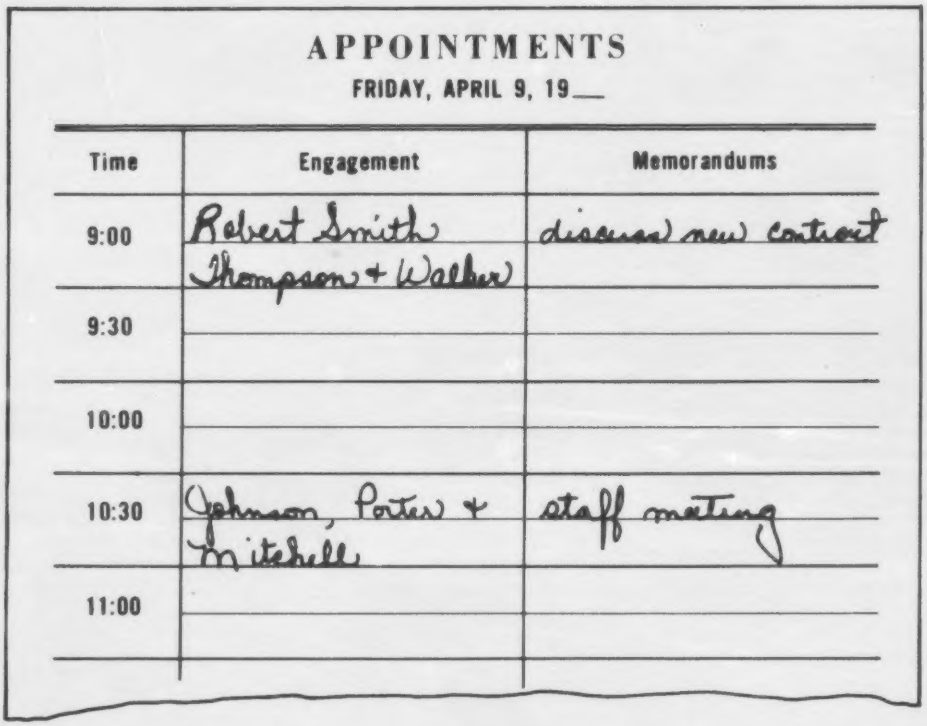
I. Purpose of Appointments

- A. Provide a convenient way for people to meet
- B. Keep waiting time to a minimum
- C. Handle people in a quick and efficient manner

II. Information Needed to Make Appointments

- A. Time requested
- B. Place
- C. Name of caller and company
- D. Purpose of the appointment
- E. Employer's schedule, as shown on appointment calendar

Example:



APPOINTMENTS

FRIDAY, APRIL 9, 19__

Time	Engagement	Memorandums
9:00	Robert Smith Thompson + Walker	discuss new contract
9:30		
10:00		
10:30	Johnson, Porter + Mitchell	staff meeting
11:00		

III. Scheduling and Canceling Appointments

A. Scheduling

1. Calendar of events should be accurate and workable
2. Appointment should be scheduled on both receptionist's and employer's calendars
3. If the employer makes appointments frequently on own, receptionist should consult before confirming appointment
4. All information should be clearly written or typed
5. Appointments are always given first attention, except in urgent or emergency matters

B. Canceling

1. Cancellations should be made by telephone or mail
2. All concerned individuals should be notified
3. When canceling an appointment, it is best to state just the facts
4. If someone else in the firm or office can handle the appointment, arrangements should be made

C. Rescheduling (Scheduling a new appointment)

1. Attempts should be made to reschedule appointments as soon as possible
2. Basic scheduling procedures listed above should be used in rescheduling an appointment

APPOINTMENT CLERK

INFORMATION SHEET #3--PLANNING AND MAINTAINING APPOINTMENT CALENDARS

I. Planning Calendars

   A. Make sure everything is written down

   B. Make sure the receptionist's calendar is the same as the employer's

   C. Keep in mind that the receptionist's use of a calendar can help greatly in the effective use of the employer's time

   D. Attempt to coordinate employer's schedule with company, family, and client's schedules

II. Maintaining Calendars

   A. Record which appointments were made

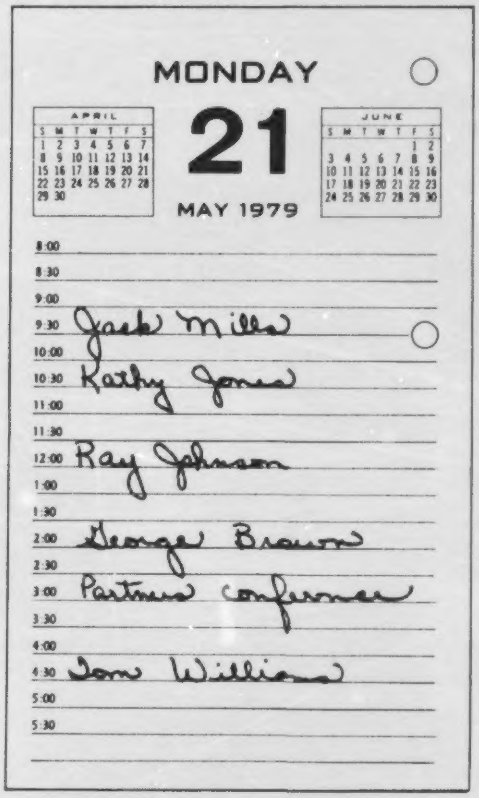
   B. Be sure to mark all changes made

   C. Keep the calendar for future use

   (NOTE: Length of time depends on individual employer.)

III. Types of Calendars

   A. Desk Calendar



MONDAY

21

MAY 1979

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

8:00

8:30

9:00

9:30 Jack Mills

10:00

10:30 Kathy Jones

11:00

11:30

12:00 Ray Johnson

1:00

1:30

2:00 George Brown

2:30

3:00 Partners conference

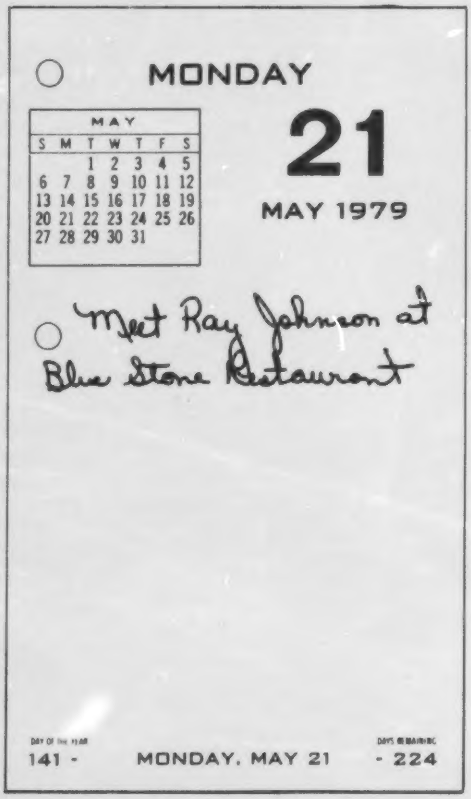
3:30

4:00

4:30 Tom Williams

5:00

5:30



MONDAY

21

MAY 1979

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

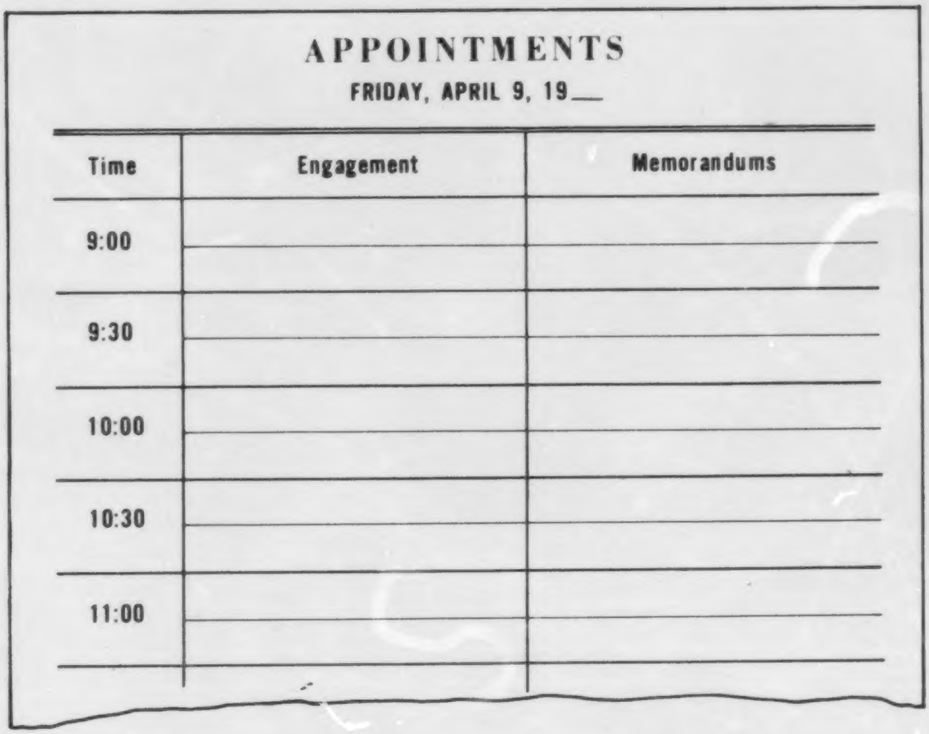
Meet Ray Johnson at Blue Stone Restaurant

DAY OF THE YEAR 141 -

MONDAY, MAY 21

DAYS REMAINING - 224

B. Appointment schedule sheet



APPOINTMENTS

FRIDAY, APRIL 9, 19__

Time	Engagement	Memorandums
9:00		
9:30		
10:00		
10:30		
11:00		

IV. Appointment Reminders

A. It is important to remind an employer of an appointment

B. Show consideration for others

C. Promote good human relations

APPOINTMENT CLERK

INFORMATION SHEET #4--RECEIVING PAYMENTS AND RECORDING IN LEDGER

I. Terms and Definitions

  A. Daily log--A record of activities performed each day

  B. Transactions--Process of carrying out a business deal

  C. Summary--A brief explanation of what happens in a given period

  D. Fee--A charge for a professional service

  E. Account Receivable--Balance due from a debtor

  F. Debtor--Person who owes a debt

  G. Ledger--Book which contains list of accounts receivable or payable

  H. Receipts--Acknowledgement (proof) of payment

  I. Charge--To record an expense or debt

  J. Record--Fact or transaction put down in writing

II. Various types of businesses will use different methods of bookkeeping to meet their needs. Smaller offices, such as dentists' or physicians', will need a daily log of appointments and fees collected. At the end of each month, a summary will provide totals to be used for the yearly summary.

III. Payments may be made:

  A. By mail

  B. In person

  C. In cash

  D. By check

  E. By money order

  F. In coins

IV. It is important to keep an accurate record of money. The charge or fee column should show all charges made for each person. (This means fees that are charged as well as fees paid.) The receipts show what was actually received.

V. When fees are paid in currency and coins, be sure to count the amount accurately.

VI. Small firms use ledger cards for keeping their records up-to-date. (See Transparency #2 for examples of ledger cards.)

APPOINTMENT CLERK

INFORMATION SHEET #5--OPERATING A SWITCHBOARD OR PHONE

I. Kinds of telephones

  A. Cord PBX (private branch exchange)

    1. Used by large firms.

    2. Operator uses plug-in headset with:

      a. Mouthpiece

      b. Earphone

    3. Receives all incoming calls.

    4. Makes connections for interoffice calls.

    5. Makes outgoing calls or provides outside line.

  B. Cordless Switchboard

    1. For less than 50 telephones.

    2. Operates by pressing keys.

    3. Can take all incoming calls or can be set for individual phones to ring.

    4. Some consoles can be set to only show a flashing light when an incoming call comes in.

  C. Multi-Button Telephone

    1. Has 5 outside lines plus a HOLD button, or 4 outside lines and one INT (intercom) button, plus a HOLD button.

    2. May have as a special feature a speaker inside the telephone unit, or a desk speaker with volume control. This lets worker have both hands free, or permits use as a conference telephone.

  D. Automatic Dial Phones

    1. Punched Card Automatic Phone

      a. Used for numbers called often

      b. Uses small plastic cards:

        (1) Insert proper card in dial slot

        (2) Lift receiver

        (3) At dial tone, press start bar

2. Magnetic Tape Dialer
    a. Automatic dialer
    b. Six-key push button and magnetic tape dialer combination
    c. Stores up to 500 telephone numbers
3. Automatic Transmitter Phone
    a. Data is converted into tones. These tones are transmitted between business machines and telephone lines.
    b. Using these phone, a company and branch offices can send large amounts of data to each other in short periods of time.
    c. These phones are capable of sending up to 4,500 words a minute and the charge for this service is the same as for a regular long-distance call.

E. Videophone
    1. This type of phone is available in only a few cities.
    2. A videophone enables people to have face-to-face discussions, demonstrations, and presentations.

II. Handling Calls
    A. It is most important to remain calm and confident when handling an incoming call.
    B. Often two or more calls will come into the switchboard at the same time. Answer each one promptly and in the following sequence:
        1. Recall signal(this is a flashing light from a line in use)
        2. Incoming calls
        3. Incoming intercompany lines
        4. Extension line (someone in company needs help in placing a call)
        5. Disconnect signal
    C. Avoid fumbling the cords or pushing the wrong buttons
    D. Each company uses the type of phone service best suited to its needs, and therefore you need to be familiar with the model your company has.

E. Telephone companies will train new switchboard operators free of charge. It is valuable training and should be carefully observed.

F. Some companies train the new employees without the aid of the telephone company. Take notes to help remember specific procedures.

G. If a procedure was not covered or if you forget how to do it, don't guess! Ask for help and perform the task properly.

APPOINTMENT CLERK

INFORMATION SHEET #6--RECORDING MESSAGES

I. Keep a well-organized work area

  A. Keep materials close at hand

    1. Pencil or pen

    2. Message pad

  B. Always have extra materials at fingertips to replace what has been used

  C. Keep work area clean and uncluttered

II. Be accurate

  A. All messages must be written clearly

  B. Make sure you include:

    1. Name of caller

    2. Name of company

    3. Telephone number, including area code and extension

    4. Message

    5. Initial of person taking message

    6. Exact time of call and the date

  C. Take time to read message back to caller for accuracy and be sure you have the phone number written correctly

III. Have a set place to put the messages for pick-up or delivery. Don't put them on desks where they might get lost.

  A. Magnetized board

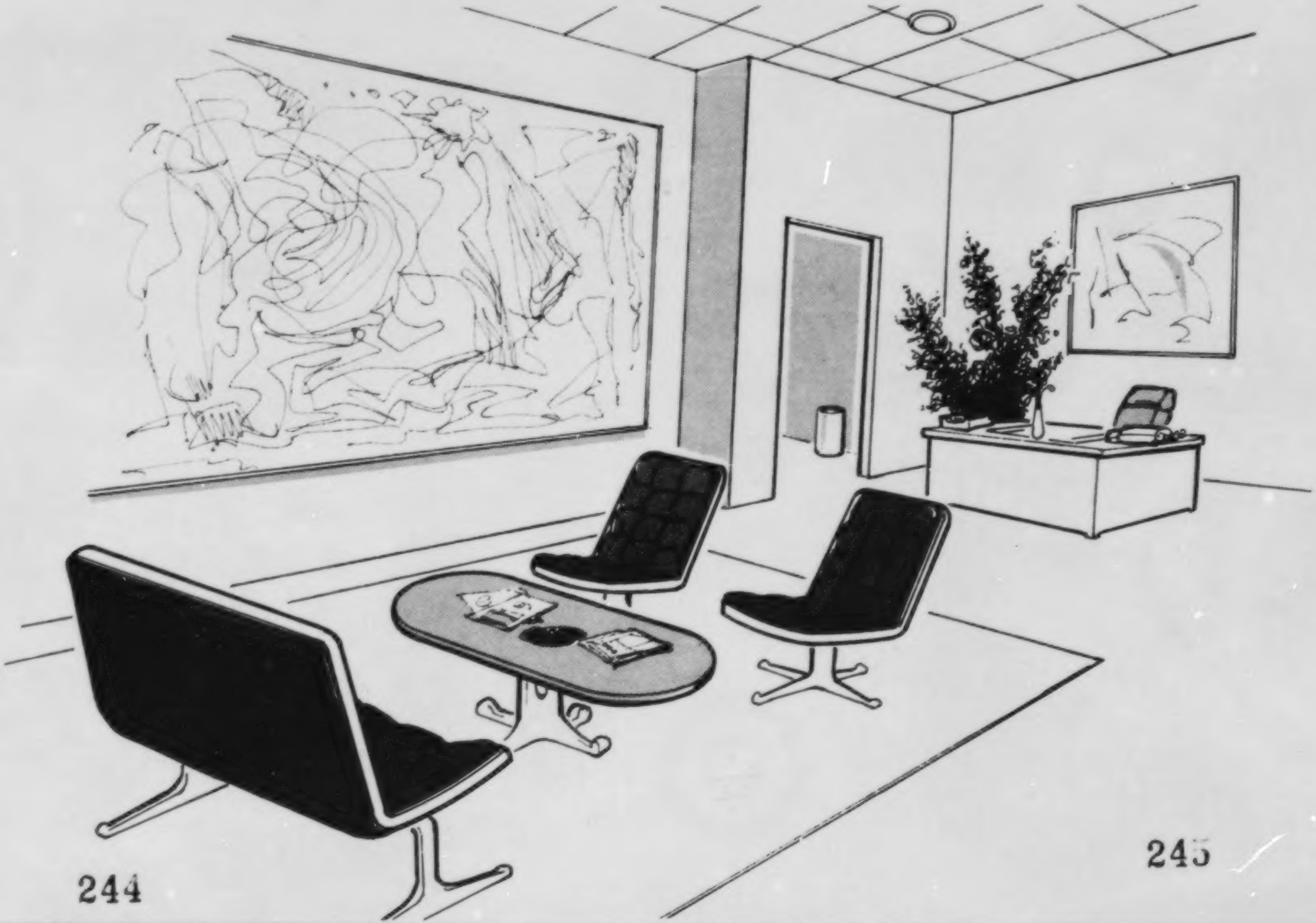
  B. Clip board

  C. Cork board

  D. Named slots

IV. There are various types of forms used to record messages. Most firms use standard printed forms. (See Transparency #4). A popular type comes in a spiral book with a carbon copy for each page and has four forms on each sheet. The original is perforated to tear easily. The copies are then placed in a book for easy reference.

RECEPTION AREA



TM-1

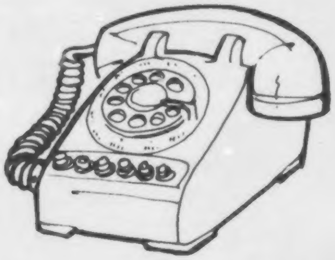
EXAMPLE OF LEDGER SHEETS

NAME ______________________________

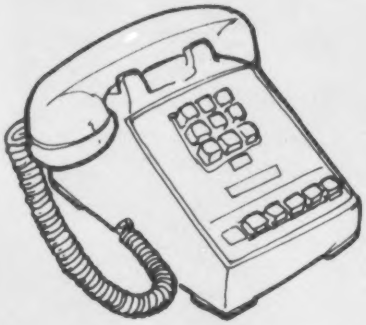
ADDRESS ______________________________

DATE 19__		POST REF.	CHARGES	DATE 19__		POST REF.	CREDITS

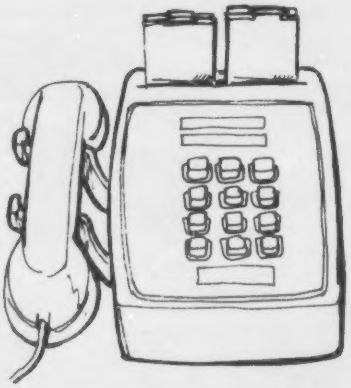
VARIOUS PHONES AND SWITCHBOARDS



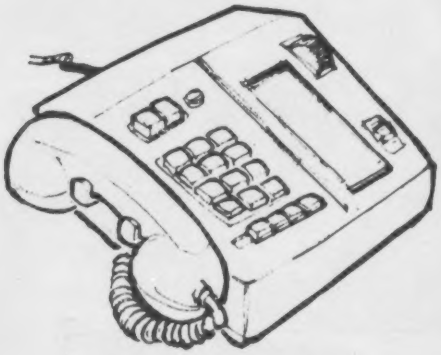
DIAL PHONE



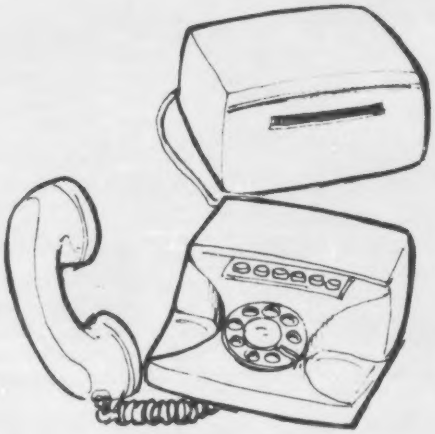
PUSH BUTTON PHONE



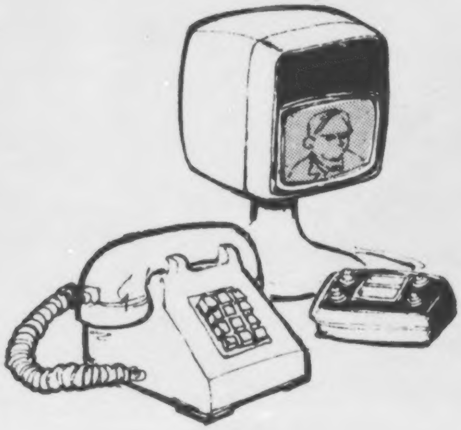
PUNCHED CARD AUTOMATIC PHONE



MAGNETIC TAPE PHONE

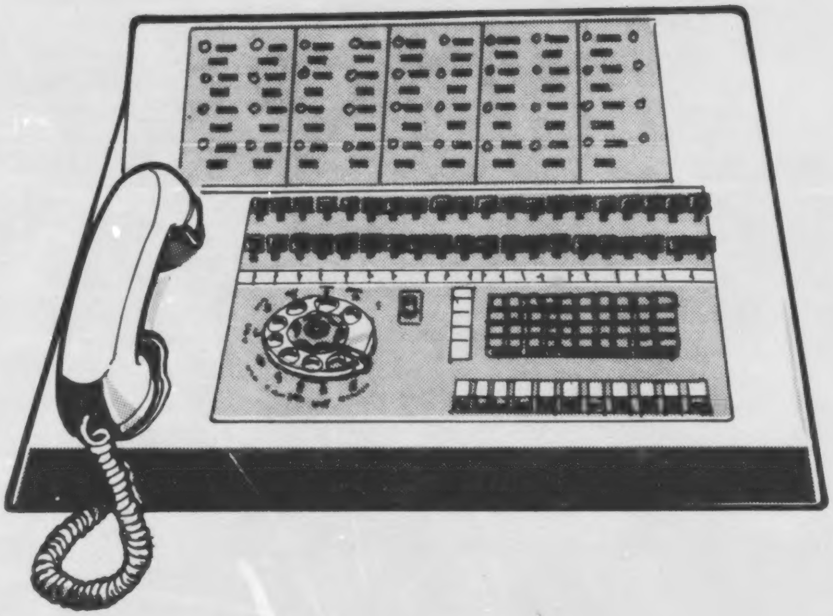


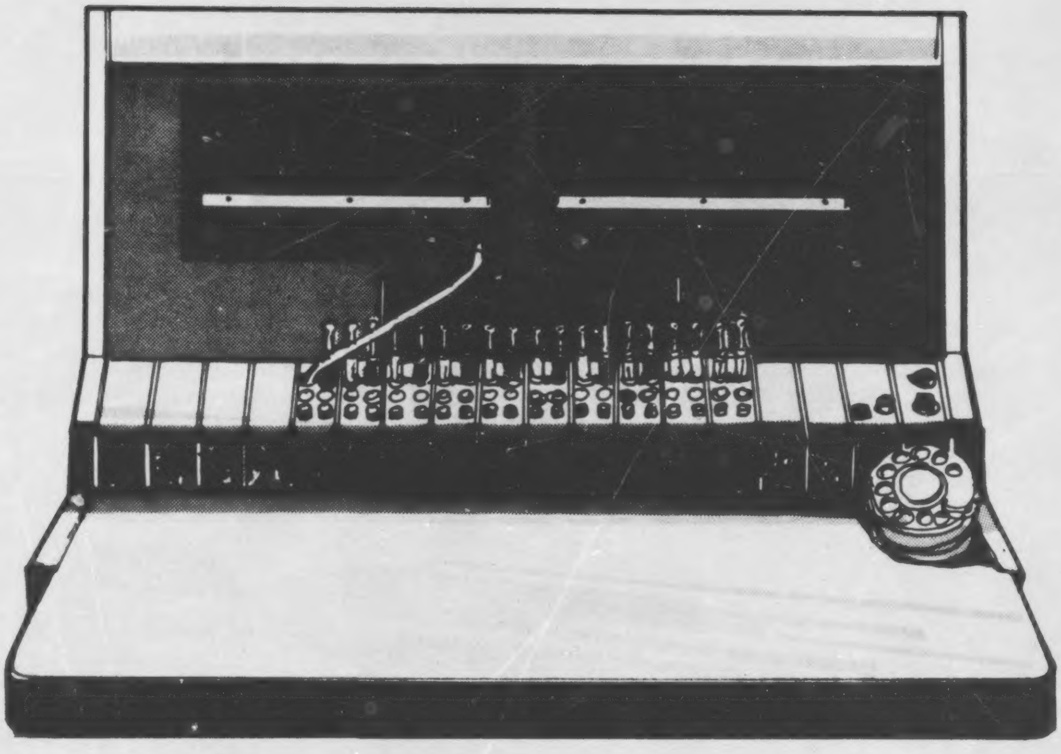
AUTOMATIC TRANSMITTER PHONE



VIDEOPHONE

VARIOUS PHONES AND SWITCHBOARDS (CONTINUED)





MESSAGES

Message

For____________________________________

From___________________________________

Date________________Time_____________

Phone No. ______________________________

Telephoned		Please call	
Called to see you		Will call again	

Message: ______________________________

____

____

____

____

____

Call taken by_____________________________

APPOINTMENT CLERK

ASSIGNMENT SHEET #1--VISITOR'S LOG

Directions: In the log located on the next page, record the following information for each situation:

A. Time the callers arrived

B. Time they were escorted to their destination

C. Time of their departure

D. Current date

Situation 1: 10:15 a.m., Donna P. Lloyd, salesperson, Lloyd and Ogden Products, Inc., requested to see Rob Klug, Accounting Department. No appointment. Escorted to Mr. Klug at 10:18 a.m. Departed at 11:10 a.m.

Situation 2: 10:19 a.m., Pat R. Dalton, private attorney, Dalton, Stag, and Wolf, to see Ann Blankers, office manager. Ms. Blankers out of office. Made appointment for 2:15 p.m. the following day. Departed 10:30 a.m.

Situation 3: 10:27 a.m., Tom Kennedy, job applicant. Referred to Personnel Department. Departed 11:00 a.m.

Situation 4: 10:53 a.m., Neal Thompson, designer, to see Kim Davis, Advertising Department, by appointment. Escorted to Ms. Davis' office at 11:05 a.m. Departed at noon.

LOG of CALLERS

DATE	NAME	FIRM	TIME OF ARRIVAL	TIME ESCORTED TO DESTINATION	REFERRED TO	TIME OF DEPARTURE

APPOINTMENT CLERK

ASSIGNMENT SHEET #2--MAINTAINING AN APPOINTMENT SCHEDULE AND CALENDAR

Directions: Your employer is Pat Payne, executive vice-president. The following appointments were made for Monday, January 24. The date beside each item is the date the appointment was made.

1. Record the appointments on the next page in the order they were received. Then write out the appointments on the executive vice-president's appointment schedule that follows.
2. From the information provided, neatly make the changes or cancellations on both calendars.

January 1	A letter received from David Yass asks if an appointment can be arranged for 10:00 a.m. on the 24th. You are able to confirm the day and hour.
January 9	One of Payne's associates, Charlie Hoffman, calls to inquire if Payne can meet with some of the staff in Room 315, on the 24th, at 9:00 a.m. The meeting will require a half hour.
January 14	Payne asks you to arrange a luncheon meeting at 12 in Dining Room B for Felicia Blackstone, William Smythe, and Edwin Rutherford, who are all members of the local association of architects. You check with the three to determine if they are free for an hour-and-a-half meeting. They all confirm they are free; you schedule the meeting.
January 16	Pat Long, one of the research associates in the technical division, calls to see if she can talk with Payne for approximately 15 minutes, late on the afternoon of the 24th. You schedule an appointment for 4:30 p.m.
January 23	A secretary to T. W. Wilson calls from El Paso to see if Payne could meet with Mr. Wilson late in the afternoon of the next day. Mr. Wilson will be in your city and needs to discuss a job on which he will be working with Payne. You are informed that Payne can meet Mr. Wilson at 4 p.m.

Changes:

January 7	You are asked to put a reminder for a PTA meeting at 5:30 on the 24th on Payne's calendar.
January 11	Mr. Smythe calls to inform you that he cannot meet with Payne and the others on the 24th.

January 23 Mr. Wilson's secretary calls from El Paso to tell you that Mr. Wilson will arrive earlier and will see Payne at 2:00 on the 24th instead of 4 p.m.

APPOINTMENT SCHEDULE FOR MONDAY, JANUARY 24

Time	Appointments	Memo
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		

APPOINTMENT CLERK

ASSIGNMENT SHEET #3--APPOINTMENT AND DAILY RECORD

Directions: Using the appointment and daily record on the next page, record the following information for each situation, totaling the fees and receipts.

1. Jimmy Butler has an appointment at 8:30 for a tooth extraction. The fee for this procedure is $25, which he paid before leaving the office.
2. At 10, Midge Jones came in with a toothache and the doctor examined her at 10:15, finding a cavity which he filled. The fee was $17.50, which she paid.
3. Dennis Walker came in at 9:00 to have X-rays made. The fee was $25, which he paid.
4. Johnny Smith had an appointment at 11:30 for extraction of right bicuspid. Fee for this was $12, which was paid.
5. At 1:15, Sally Johnson had teeth cleaned. The fee was $20, which was charged.
6. Betty Thompson came in at 4:00 to have three teeth extracted. The charge was $55. She paid $20.
7. George Marshall had a check-up at 2:15. There was no charge.
8. At 1:45, Bill Brunson came in with a tooth knocked out, requiring minor surgery and replacement of tooth. The fee was $125. He paid $75.
9. At 5:00, Charlie Row brought in a check for $50 to pay off his account.

Month/Day/Year

DAILY RECORD

Hour	Patient	Service Rendered	FEES		RECEIPTS	
8:00						
15						
30						
45						
9:00						
15						
30						
45						
10:00						
15						
30						
45						
11:00						
15						
30						
45						
1:00						
15						
30						
45						
2:00						
15						
30						
45						
3:00						
15						
30						
45						
4:00						
15						
30						
45						
5:00						
15						
		TOTALS				

APPOINTMENT CLERK

ASSIGNMENT SHEET #4--LEDGER CARDS

Directions: Complete the blank ledger cards with the appropriate information given below.

1. Alice Smith, 2929 White Street, Dallas, Texas, 454-3329, Broken arm, 9-4-78, Jim Smith, 2929 White Street, Mutual of Texas, $250 charged, paid $125.

2. Brown & Brown, 12 new tires, 145 East Main, Sherman, Texas, 10-30-78, 667-9984, charge $1,200. On 11-30-78, $600 was paid.

3. Lakeview Lodge, 25 West Elm Way, Big Bear, California, 806-1765, 2 Firecrest Stoves, $762.98, 10-11-78, paid in full.

4. Billy Wilson, 423 Star Road, Fort Worth, Texas, 2 wisdom teeth extracted, 982-3210, 10-31-78, $45 paid in full.

5. Check received in mail from William Green for $35 on 10-20-78, 98 Post Drive, Tyler, Texas, balance due for appendectomy, 8-15-78, charge was $325, 227-3159.

6. Jones Drilling Co., 3792 Wheatland Drive, 252-1003, Dallas Texas, 3 batteries 12 volt, charge $95.63, paid in full, 11-3-78.

NAME	**CHARGE TO**
ADDRESS	**ADDRESS**
TELEPHONE	**INSURANCE**

DATE	SERVICE	CHARGE	PAID	BALANCE

NAME	**CHARGE TO**
ADDRESS	**ADDRESS**
TELEPHONE	**INSURANCE**

DATE	SERVICE	CHARGE	PAID	BALANCE

NAME CHARGE TO

ADDRESS ADDRESS

TELEPHONE INSURANCE

DATE	SERVICE	CHARGE	PAID	BALANCE

NAME CHARGE TO

ADDRESS ADDRESS

TELEPHONE INSURANCE

DATE	SERVICE	CHARGE	PAID	BALANCE

NAME CHARGE TO

ADDRESS ADDRESS

TELEPHONE INSURANCE

DATE	SERVICE	CHARGE	PAID	BALANCE

NAME CHARGE TO

ADDRESS ADDRESS

TELEPHONE INSURANCE

DATE	SERVICE	CHARGE	PAID	BALANCE

APPOINTMENT CLERK

ASSIGNMENT SHEET #5--RECORDING ALL MESSAGES

Directions: Record the following information properly on the forms provided on the next page:

1. On November 7 at 10:00, Mr. Clark of Clark & Sander's Tools called Jay Owen, who was out of the office, and asked him if he had the total price of his last order. Mr. Clark's number is 455-7277.

2. Kathy Jones, phone number 247-3339, called Janet Jones at 3:00 on November 7. Janet was on another line and could not be reached. Kathy asked that she return her call.

3. Mr. Harper in San Francisco (415) 332-9821 called on the 8th of November for Mr. Thompson, who was out of the office. He said it was urgent that he talk to Mr. Thompson. 1:30.

4. Mrs. Jenkins of Sports, Inc. called for an appointment with Mr. Owen at 2:00 on Monday the 11th of November. Please have Mr. Owen confirm this appointment. Mrs. Jenkins' number is 247-2447 and she called on the 9th of November.

5. At 1:15, Mr. Bill Warring of Washington Business Forms came in to see Miss Watson about ordering new ledger sheets on 11-21-78. She was out, and he asked that she call him on the 28th of November in the morning at 369-4424, extension 31.

6. On 11-19-78 at 11:50, Mrs. Thompson stopped by to have lunch with Mr. Thompson, but he had an appointment and had already left.

Message

For ______________________

From ______________________

Date ____________ Time ____________

Phone No. ______________________

Telephoned		Please call	
Called to see you		Will call again	

Message: ______________________

Call taken by ______________________

Message

For ______________________

From ______________________

Date ____________ Time ____________

Phone No. ______________________

Telephoned		Please call	
Called to see you		Will call again	

Message: ______________________

Call taken by ______________________

Message

For ______________________

From ______________________

Date ____________ Time ____________

Phone No. ______________________

Telephoned		Please call	
Called to see you		Will call again	

Message: ______________________

Call taken by ______________________

Message

For ______________________

From ______________________

Date ____________ Time ____________

Phone No. ______________________

Telephoned		Please call	
Called to see you		Will call again	

Message: ______________________

Call taken by ______________________

Message

For

From

Date Time

Phone No.

Telephoned		Please call	
Called to see you		Will call again	

Message:

Call taken by

Message

For

From

Date Time

Phone No.

Telephoned		Please call	
Called to see you		Will call again	

Message:

Call taken by

ASSIGNMENT SHEET #1

LOG OF CALLERS

DATE	NAME	FIRM	TIME OF ARRIVAL	TIME ESCORTED TO DESTINATION	REFERRED TO	TIME OF DEPARTURE
	Donna P. Lloyd	Lloyd and Ogden Prod.	10:15 A.M.	10:18	Rob Klug	11:10
	Pat R. Dalton	Dalton, Stag & Wolf	10:19	To see Ann Blankers	made app't for next day 2:15	10:30
	Tom Kennedy	Seeking Employment	10:27		Personnel Department	11:00
	Neal Thompson	designer	10:53	11:05	Kim Davis	12:00

ASSIGNMENT SHEET #2

APPOINTMENT SCHEDULE FOR MONDAY, JANUARY 24

Time	Appointments	Memo
9:00	Charlie Hoffman	Room 315 (staff meeting) ½ hr.
9:30		
10:00	David Yoss	(letter)
10:30		
11:00		
11:30		
12:00	Felicia Blackston, ~~William Smyth~~ & Edwin Rutherford	Dining Room B
12:30		Mr. Smyth called 1-11 to cancel
1:00		
1:30		
2:00	J. W. Wilson	El Paso
2:30		
3:00		
3:30		
4:00	~~J. W. Wilson~~	~~El Paso - re: discuss job~~
4:30	Pat Long	researcher - technical division
5:30	PTA meeting	

Month/Day/Year
/ /

DAILY RECORD

Hour	Patient	Service Rendered	FEES		RECEIPTS	
8:00						
15						
30	Jimmy Butler	tooth extraction	25	00	25	00
45						
9:00	Dennis Walker	X-rays	25	00	25	00
15						
30						
45						
10:00	Midge Jones	silver filling	17	50	17	50
15						
30	Johnny Smith	extraction l. bicuspid	12	00	12	00
45						
11:00						
15						
30						
45	Bill Brunson	minor surgery-replace tooth	125	00	75	00
1:00						
15	Sally Johnson	Cleaned teeth	20	00		
30						
45						
2:00						
15	George Marshall	check-up	-0-	-		
30						
45						
3:00						
15						
30						
45						
4:00	Betty Thompson	3 extractions	55	00	20	00
15						
30						
45						
5:00	Charlie Raw	pd. off account			50	00
15						
		TOTALS	279	50	224	50

ASSIGNMENT SHEET #4

NAME Smith, Alice
CHARGE TO Jim Smith
ADDRESS 2929 White Street, Dallas, Texas
ADDRESS
TELEPHONE 454-3329
INSURANCE Mutual of Texas

DATE		SERVICE	CHARGE		PAID		BALANCE	
9-4	78	Broken arm	250	00	125	00	125	00

NAME Brown & Brown
CHARGE TO
ADDRESS 145 East Main, Sherman, Texas
ADDRESS
TELEPHONE 667-9984
INSURANCE

DATE		SERVICE	CHARGE		PAID		BALANCE	
10-30	78	12 Tires (new)	1200	-			1200	00
11-30					600	-	600	00

NAME Lakeview Lodge
CHARGE TO
ADDRESS 25 West Elm Way, Big Bear, California
ADDRESS
TELEPHONE 806-1765
INSURANCE

DATE		SERVICE	CHARGE		PAID		BALANCE	
10-11	78	Firecrest Stove (2)	762	98	762	98	-0-	

NAME Wilson, Billy
CHARGE TO
ADDRESS 423 Star Rd., Fort Worth, Texas
ADDRESS
TELEPHONE 982-3210
INSURANCE none

DATE		SERVICE	CHARGE		PAID		BALANCE	
10-31	78	2 wisdom teeth extracted	45	00	45	00	-0-	

NAME Green, William
CHARGE TO
ADDRESS 98 Post Drive, Tyler, Texas
ADDRESS
TELEPHONE 227-3159
INSURANCE

DATE	SERVICE	CHARGE	PAID	BALANCE
8-15 78	Appendectomy	325.00	290.00	35.00
10-20 78			35.00	-0-

NAME Jones Drilling Co.
CHARGE TO
ADDRESS 3792 Wheatland Dr., Dallas, Texas
ADDRESS
TELEPHONE 252-1003
INSURANCE

DATE	SERVICE	CHARGE	PAID	BALANCE
11-3 78	3 - 12 volt batteries	95.63	95.63	-0-

ASSIGNMENT SHEET #5

Message

For Jay Owen

From Mr. Clark of Clark + Sanders

Date 11-7 Time 10:00

Phone No. 455-7277

Telephoned	✓	Please call	✓
Called to see you		Will call again	

Message: Wants total price of his last order

Call taken by Lois

Message

For Janet Jones

From Kathy Jones

Date 11-7 Time 3:00

Phone No. 247-3339

Telephoned	✓	Please call	✓
Called to see you		Will call again	

Message:

Call taken by Lois

Message

For Mr. Thompson

From Mr. Harper (San Francisco)

Date 11-8 Time 1:30

Phone No. (415) 332-9821

Telephoned	✓	Please call	✓
Called to see you		Will call again	

Message: He said it was urgent that he talk to you

Call taken by Lois

Message

For Mr. Owen

From Mrs. Jenkins (Sports, Inc)

Date 11-9 Time

Phone No. 247-2447

Telephoned	✓	Please call	✓
Called to see you		Will call again	

Message: Please call to confirm appointment for Monday at 2:00

Call taken by Lois

Message

For Miss Watson

From Bill Warring

Date 11-21 Time 1:15

Phone No. 369-4424, ext. 31

Telephoned		Please call	✓
Called to see you	✓	Will call again	

Message: Please call morning of 28th re. ording new ledger sheets

Call taken by Lois

Message

For Mr. Thompson

From Mrs. Thompson

Date 11-19 Time 11:50

Phone No.

Telephoned		Please call	
Called to see you	✓	Will call again	

Message: Come by to have lunch with you

Call taken by Lois

APPOINTMENT CLERK

UNIT TEST

Section I

A. Match the answer on the right with the correct definition on the left.

______ 1. A person hired to greet callers

______ 2. A complete record

______ 3. Appointing or assigning to a fixed time

______ 4. To bring to an end

______ 5. One who offers merchandise for sale

______ 6. A list of events or activities giving dates and details

______ 7. Selecting or eliminating those who seek appointments with office personnel

______ 8. A brief record entered on a card and arranged in a sequential order

______ 9. An arrangement for a meeting

______10. One who requests donations or services

______11. Gestures, facial expressions, or speech habits that detract or enhance one's ability to communicate effectively

______12. Calling off an appointment

______13. Taking a person to a certain place

______14. To direct to a different person or office

a. Cancellation
b. Calendar
c. Reroute
d. Receptionist
e. Card file
f. Escorting
g. Terminate
h. Mannerism
i. Scheduling
j. Screening
k. Peddler
l. Log
m. Solicitor
n. Appointment

B. Place a "✓" in the blank next to the terms that indicate characteristics of a good receptionist.

_____ 1. Tact

_____ 2. Poise

_____ 3. Spiteful

_____ 4. Self-confidence

_____ 5. Forceful

_____ 6. Courtesy

_____ 7. Self-control

_____ 8. Fairness

_____ 9. Keen judgment

_____10. Gossips

_____11. Sweet-talks

_____12. Resourceful

C. Fill in the blank with the correct answer, choosing one of the words listed.

1. _____________ the name of the person visiting.

a. show b. learn c. classify

2. Escort the person to the proper _______________.

a. hall b. department c. office

3. When the executive is busy or out ____________________.

a. reroute the caller b. take a message

c. reschedule appointment d. all three

4. If the caller has to wait a few minutes

_____________________________________.

a. tell caller to sit down b. ask caller to wait outside the executive's door c. make the caller comfortable

5. Persons who might be unknown to the business would be

_________________________.

a. solicitors b. regular customers

c. new salespersons

6. Persons who are allowed to go to executive's office without an escort are ______________________________.

   a. new applicants   b. family members

   c. prospective customers

7. A difficult caller would be a ____________________.

   a. disorderly person   b. company employer

   c. friend of employer

8. When greeting a caller be sure to get the ______________ of the person's employer.

   a. city   b. exact location   c. name

D. Write TRUE or FALSE in the space at the left to answer the following:

______ 1. Always record the time of arrival and departure in the visitor's log.

______ 2. Only customers' names should be listed in the visitor's log.

______ 3. If you have the customer's name and address listed it is not necessary to bother with the phone number.

______ 4. Gestures and facial expressions do not have an effect in communications.

______ 5. A special duty of an appointment clerk would be to serve liquid refreshment to awaiting visitors.

______ 6. An appointment clerk may handle petty cash.

______ 7. A special duty of the appointment clerk would not include keeping the reception area neat.

Section II

A. List the three purposes of appointments.

1.

2.

3.

B. To properly make an appointment you must know the __________ requested.

C. The ____________________ of the caller and company they represent must be noted.

D. The __________________ of the appointment will help the executive determine what to prepare for.

E. Appointments should be scheduled on the ______________ and the ______________________ calendars.

F. Before making an appointment be sure to consult employer's __________________________.

G. When canceling an appointment all concerned persons should be ________________________.

H. Cancellations should be made by ____________________ or _______________________.

Section III

A. Match the answers on the right with the correct definitions on the left.

_____ 1. Book which contains list of accounts that are receivable or payable

_____ 2. Evidence put down in writing

_____ 3. Process of carrying out a business deal

_____ 4. Person who owes a debt

_____ 5. To record an expense or debt

_____ 6. A record of activities performed each day

_____ 7. A charge for a professional service

_____ 8. Acknowledgment of payment

_____ 9. A brief explanation of the transactions of a given period

_____10. Balance due from a debtor

a. debtor

b. receipt

c. daily log

d. summary

e. ledger

f. fee

g. record

h. accounts receivable

i. transaction

j. charge

B. Write TRUE or FALSE in the space at the left to answer the following:

_____ 1. The receipt column shows monies that are actually received.

_____ 2. Payments can only be made by mail.

_____ 3. Some small offices need a daily log for appointments and fees collected.

_____ 4. Ledger cards show the names, addresses, and charges.

_____ 5. Fees charged can be paid by mail and also by money order.

Section IV

A. Choose the following answer which best fits the statement and put the appropriate letter in the blank provided.

_____ 1. A telephone which uses a small punched plastic card is a

a. Automatic Transmitter Phone

b. Multi-Button Telephone

c. Punched Card Automatic Phone

_____ 2. A cord PBX switchboard

a. Operates by pressing keys

b. Has a plug-in headset and a mouthpiece

c. Stores up to 500 telephone numbers

_____ 3. The magnetic tape dialer

a. Has an automatic dialer

b. Enables people to have face-to-face conversations

c. Uses a punched plastic card

_____ 4. A cordless switchboard

a. Is used when 50 or more telephones are needed

b. Is used when there are less than 50 telephones

c. May have a speaker inside the phone

_____ 5. The Automatic Transmitter phone

a. Operates by pressing keys

b. Has a six-key touch-tone and magnetic tape dialer combination

c. Is capable of sending up to 4,500 words a minute

_____ 6. The videophone is now

a. Widely used

b. Available in only a few cities

c. Can only be used in businesses

B. Fill in the blanks with the correct answers

1. When answering an incoming call, always remain _________ and _______________.

2. If a situation arises that has been forgotten or was not covered, don't _____________, ask for help.

3. If two or more calls come in on a switchboard, first answer the ______________ signal, next the _______________ calls, then the ____________ line, next the __________________ line and lastly ___________________.

4. Each company uses the type of phone __________________ best suited to the ____________________.

5. Telephone companies will __________________ new switchboard operators free of charge.

6. When training to use a new switchboard, always take __________________________.

Section V

Place a "√" in the blank if the statement is true.

_____ 1. Keep extra supplies at fingertips for fast replacements.

_____ 2. Always read back message to caller for accuracy.

_____ 3. When taking a message, be sure to get the date correct; the time can vary with either morning or afternoon.

_____ 4. If you get the name of the person and the company, don't bother for other information as you can look it up later.

_____ 5. Always keep a pencil and message pad close at hand.

_____ 6. After you take a message get it on the person's desk as quickly as possible.

_____ 7. Keep your area clean and uncluttered.

_____ 8. Be sure to get the area code and extension of person calling.

APPOINTMENT CLERK

ANSWERS TO UNIT TEST

Section I

A. 1. d
2. l
3. i
4. g
5. k
6. b
7. j
8. e
9. n
10. m
11. h
12. a
13. f
14. c

B. 1. ✓
2. ✓
3.
4. ✓
5.
6. ✓
7. ✓
8. ✓
9. ✓
10.
11.
12. ✓

C. 1. b
2. c
3. d
4. c
5. a and c
6. b
7. a
8. c

D. 1. True
2. False
3. False
4. False
5. True
6. True
7. False

Section II

1. a. Common way for people to meet
b. Keep waiting time to a minimum
c. Handle people in a quick and efficient manner

2. time
3. name
4. purpose
5. receptionist's, employer's
6. calendar
7. notified
8. telephone mail

Section III

A. 1. e
2. g
3. i
4. a
5. j.
6. c
7. f
8. b
9. d
10. h

B. 1. True
2. False
3. True
4. True
5. True

Section IV

A. 1. c
2. b
3. a
4. b
5. c
6. b

B. 1. calm, confident
2. guess
3. recall, incoming, intercompany, extension, disconnect
4. service needs
5. train
6. notes

Section V

1. ✓
2. ✓
3.
4.
5. ✓
6.
7. ✓
8. ✓

INFORMATION CLERK

DOT NO. 237.367-022

INFORMATION CLERK (clerical)

DOT NO. 237.367-022

Answers inquiries of persons coming into establishment

General Responsibilities

- Answers inquiries of persons coming into establishment
- Provides information regarding activities conducted at establishment, and location of departments, offices, and employees within organization
- In retail establishment informs customers of location of store merchandise
- In hotel supplies information concerning services, such as laundry and valet services
- Receives and answers requests for information from company officials and employees
- May call employees or officials to information desk to answer inquiries
- May keep record of questions asked

INFORMATION CLERK

OVERALL OBJECTIVE

After completing this unit, the student should be able to perform the duties and responsibilities of an information clerk to include providing assistance, answering inquiries, escorting customers, and maintaining a collection of information for use on the job. Knowledge of this material will be evidenced through application exercises and satisfactorily completing a unit test.

OCCUPATIONAL INFORMATION

Information clerks act as public relations tools for a wide variety of business concerns. These individuals are in contact with the public at large, and provide assistance by answering a variety of questions and directing people to places of interest. Since information clerks are the respresentatives of a company, their appearance must reflect appropriate taste and neatness for the job responsibilities. Because information clerks provide a valuable service, demand for their services will continue to rise. In most cases, working conditions are excellent and salaries vary from business to business.

INFORMATION CLERK

INSTRUCTOR'S RESOURCE SHEET

I. Objective Sheet and Occupational Information

A. Discuss the unit objective with the students

B. Show the relationship of the objective with the occupational information

C. Add any information and/or objectives when localizing the unit to suit your particular training needs.

II. Information Sheets

A. Information Sheet #1--General Information

1. Terms and definitions will aid the students to better understand some of the responsibilities.
2. Discuss the various places information clerks might be found, and why.
3. Use Assignment Sheet #1 to reinforce this information.
4. Add information you deem necessary.

B. Information Sheet #2--Working in an Office Building

1. Use this information to help the student be familiar with duties that will be required on the job.
2. Stress the importance of personal appearance.
3. Use Assignment Sheet #2--Acting as an Information Clerk--to help the student know how to handle different situations.
4. Add any information you deem necessary.

C. Information Sheet #3--Working in a Department Store

1. Use this information to help the students be familiar with some of the duties that they will be required to do.
2. Stress the importance of personal appearance as they will be dealing with the public and will be representing the store.
3. Use Assignment Sheet #2--Acting as an Information Clerk--to help the students know how to handle different situations.

4. Add any information you deem necessary.

D. Information Sheet #4--Working for Airline

1. Try to obtain a copy of an airline schedule to show students.

2. Use this information to help the students become familiar with some of the duties required.

3. Use Assignment Sheet #2--Acting as an Information Clerk--to help the students know how to handle different situations.

4. Add information you deem necessary.

E. Information Sheet #5--Working for Conventions or Trade Shows

1. Stress the importance of personal appearance.

2. This information will help the students know some of the duties that they will be expected to perform.

3. Use Assignment Sheet #2--Acting as an Information Clerk--to aid in knowing some of the responsibilities.

4. Add any information you deem necessary.

F. Information Sheet #6--Working in Hotels and Motels

1. Use this information to help students prepare for some of the duties required.

2. Use Assignment Sheet #2--Acting as an Information Clerk--to help students be familiar with some of the situations which may arise.

3. Add any information you deem necessary.

G. Information Sheet #7--Working in Shopping Malls

1. This information will aid the student in learning some of the duties required.

2. Use Assignment Sheet #2--Acting as an Information Clerk--to help students to learn how to perform some of the duties.

3. Add any information you deem necessary.

H. Information Clerk #8--Working in Banks

1. Use this information to help students know some of the duties they will perform.

    2. Stress the importance of personal appearance.
    3. Use Assignment Sheet #2--Acting as an Information Clerk--to aid the students in adjusting to different situations.
    4. Add any information you deem necessary.

I. Information Sheet #9--Working at Amusement and Entertainment Centers

    1. This information will aid the student in being familiar with some of the duties required.
    2. Stress the importance of personal appearance.
    3. Use Assignment Sheet #2--Acting as an Information Clerk--to aid the students in handling different situations which may arise.
    4. Add any information you deem necessary.

III. Assignment Sheets

A. Assignment Sheet #1--General Information Terms

    1. Use Information Sheet #1--General Information--as an aid in completing the assignment sheet.
    2. Add any questions necessary.

B. Assignment Sheet #2--Acting as an Information Clerk

    1. Use Information Sheets #2 through #9 as aids in completing the assignment sheet.
    2. Add any situations you deem necessary.

IV. Answers to Assignment Sheets

A. If students need help in answering the assignment sheet, refer to the answer sheets.

B. If additional questions were added on assignment sheets, they should be reflected on the answer sheet.

V. Unit Test

A. The Unit Test has three sections. It can be given all at once, or one section at a time.

B. If information has been added, questions may be included in the test.

VI. Answers to Unit Test

Test answers are provided. Be sure to include answers to any questions added.

INFORMATION CLERK

ADDITIONAL RESOURCE MATERIAL

I. Material Currently Available

A. The following instructional material taken from Volumes I and II, ODP Teachers Guide will aid you in covering part of the responsibilities of the Information Clerk.

1. Vol. I, Unit III (Entire Unit)
2. Vol. I, Unit IV (Entire Unit)
3. Vol. I, Unit XIII (Entire Unit)
4. Vol. II, Unit VIII (Entire Unit or Unit XII rev. ed.

II. References:

A. Pasewark, William R. and Mary Ellen Oliverio. Clerical Office Procedures. 6th ed. Dallas: South-Western Publishing Co. 1978.

B. Wood, Merle W. and Margaret A. McKenna. The Receptionist. Dallas: Gregg Division McGraw-Hill Book Company.

INFORMATION CLERK

INFORMATION SHEET #1--GENERAL INFORMATION

I. Terms and Definitions

A. Specialization--doing one job or one part of one job.

B. Systematic--using an organized plan

C. Essential--really important

D. Illegible--not readable

E. Accessible--easily reached

F. Legible--easily readable

G. Decipher--to figure out the meaning of something

H. Frequently--happening often

I. Technique--manner in which something is done

J. Destination--place where something is sent

K. Indicate--point out

L. Respond--reply

M. Audible--can be heard

N. Offensive--insulting and unpleasant

O. Attitude--mental feeling and emotion

P. Customer--a person who has a need for products, services, etc., which a business can provide

II. Information clerks might be found

A. In office buildings, including

Government buildings
Federal
State
County
City

B. In department stores

C. At airline terminals

D. At conventions and trade shows

E. At hotels and motels

F. In shopping malls

G. In banks

H. In hospitals

I. At amusement centers

III. Information stations are usually designed:

A. In places easily located

1. At entrance

2. Center of activity

3. Main floor near elevators

B. With plenty of area for customers

C. With space provided for material used by the clerk

INFORMATION CLERK

INFORMATION SHEET #2--WORKING IN AN OFFICE BUILDING

I. The information desk is usually found close to the entrance or near the elevators.

II. The clerk should have at hand:

  A. Building directory with phone numbers

  B. Pens, pencil, and blank paper

  C. Phone number of the building security, police, and fire department

III. It is important for the information clerk to:

  A. Be clean

  B. Be neat

  C. Dress appropriately

  D. Have a pleasing personality

  E. Be courteous

  F. Have a pleasant voice

IV. Some duties of the information clerk may be to:

  A. Direct clients to proper floor and office

  B. Receive deliveries

  C. Take messages

  D. Call employees to greet clients and escort them to proper office

  E. Keep visitors' log

  F. Notify firm when sending a visitor to the office

  G. Direct deliveries to proper place

  H. Direct repair persons to proper location

INFORMATION CLERK

INFORMATION SHEET #3--WORKING IN DEPARTMENT STORES

I. Information clerk duties may include the following:

  A. Give information of location of departments

  B. Take care of lost or found items

  C. Page personnel and customers

  D. Find parents of lost children

  E. Have printed floor plans of each department

II. Reminders when dealing with public

  A. Always be courteous

  B. Be a good listener

  C. Be patient

  D. Be neat and clean

  E. Deal with complaints with tact

III. What a clerk should keep at hand

  A. Directory of complete store

  B. Names of all personnel

  C. Pens, pencils, and blank paper for messages

  D. Extra paper bags for purchases

  E. Schedule of store hours

INFORMATION CLERK

INFORMATION SHEET #4--WORKING FOR AIRLINES

I. Locations of information booth

  A. At front entrance

  B. In center of terminal

  C. At large terminals, may have more than one booth

II. Major duties include the following:

  A. Paging visitors

  B. Paging employees

  C. Directing visitors in the terminal

    1. Having available information about airline schedules

    2. Map of the airport

    3. List of hotel, motels, and restaurants in the vicinity

  D. Assisting lost children

  E. Explaining directories, maps, and timetables, and giving other information to travelers

  F. Serving as lost and found clerk in some instances

III. Ways to promote public relations

  A. Always be courteous and kind

  B. Speak clearly

  C. Be neat and clean

  D. Keep clothes neat and appropriate

  (NOTE: Most information clerks working at airports wear uniforms.)

INFORMATION CLERK

INFORMATION SHEET #5-- WORKING FOR CONVENTIONS OR TRADE SHOWS

I. Rules when dealing with public

   A. Be neat and clean

   B. Be pleasant and courteous

   C. Dress neatly

   D. Speak clearly

   E. Show a real interest in the job

II. Duties may be to:

   A. Hand out a directory of booths and companies participating

   B. Issue maps of city

   C. Issue maps of immediate area where convention or trade show is being held

   D. Direct visitors to proper areas

   E. Have time schedules of programs and locations

   F. Hand out brochures of convention events

   G. Have information about various activities of the city to give visitors

   H. Have transportation information

   I. Hold items for owners to claim

   J. Be able to communicate with persons from all over the world

   (NOTE: In some instances, an information clerk may be required to speak one or more foreign languages.)

III. Location of information booth

   A. Usually near the main entrance into the convention or trade show

   B. Sometimes located in the center of a trade show

   C. If there is more than one entrance, several information booths may be set up

INFORMATION CLERK

INFORMATION SHEET #6--WORKING IN HOTELS AND MOTELS

I. Duties may include the following:

   A. Answer questions regarding the laundry service

   B. Provide maps and brochures concerning the city

   C. Give information concerning room service, valets, maids, and other services of the business

   D. Provide information about programs and entertainment in the hotel

   E. Have time schedule of conventions and meetings at the hotel

II. Items an information clerk will need:

   A. Directory of meeting rooms with scheduled activities

   B. Up-to-date list of community activities and special events

   C. Up-to-date list of the recommended restaurants in the city or town

   D. Schedules of tours of the city, museums, industries, etc.

III. Additional chores

   A. In smaller hotels or motels, the information clerk also may serve as desk clerk

   B. In some cases, an information clerk may act as telephone operator

INFORMATION CLERK

INFORMATION SHEET #7--WORKING IN SHOPPING MALLS

I. Duties may include the following:

- A. Provide directory services
    1. Directory of all stores in mall
    2. Maps showing location of each establishment
    3. Store hours
- B. Serve as lost-and-found clerk
    1. Hold any lost articles found in mall
    2. Assist lost children in finding their parents
- C. Provide information concerning activities, such as:
    1. Special shows
    2. Displays
    3. Holiday activities
- D. Perform additional duties
    1. Rent strollers
    2. Rent shopping carts
    3. Page shoppers in case of emergencies

II. Rules for personal appearance

- A. Always be neat and clean
- B. Dress appropriately
- C. Be pleasant and courteous
- D. Show a real interest in the job

INFORMATION CLERK

INFORMATION SHEET #8--WORKING IN BANKS

I. Location of information clerks

  A. Usually near the bank entrance

  B. Usually sits at a desk with an "Information" sign posted

II. Duties of an information clerk in a bank vary with the size of the bank

  A. In large and small banks, an information clerk may:

    1. Direct patrons to bank departments

    2. Provide patrons with a schedule of bank holidays

    3. Post banking hours

    4. Assist patrons in filling out new customers forms

    5. Escort callers to bank officers

    6. Keep a count of the number of bank patrons

    7. Assist lost children

  B. In small banks, an information clerk may also:

    1. Type new customer applications

    2. Open new customer accounts

    3. Perform receptionist duties

III. Personal appearance of a bank information clerk

  A. The clerk must be:

    1. Neat and clean

    2. Wear clothing suitable for the job. (Some banks may provide uniforms.)

    3. Show a sincere interest in helping customers

  B. The desk where the information clerk works should be:

    1. Clean and organized

    2. Free of litter

    3. Showing the bank in a positive manner

INFORMATION SHEET #9--WORKING AT AMUSEMENT AND ENTERTAINMENT CENTERS

I. Types of amusement centers

    A. State, county, and local fairs

    B. Large amusement parks (e.g., Six Flags Over Texas)

II. At amusement centers, the information clerk may:

    A. Answer questions from visitors about park attractions, location of eating places, hours of operation, lost-and-found station, nursing station, and special events.

    B. Work in cooperation with other clerks throughout the amusement center

    C. Give park maps to visitors

    D. Assist lost children

    E. Page park visitors

III. Types of entertainment centers

    A. Theaters

    B. Performing arts centers

    C. Arenas

IV. At entertainment centers, the information clerk may:

    A. Provide information concerning hours of operation

    B. Give the name of the feature and show times

    C. Handle requests for tickets and reservations

    D. Direct patrons to correct area within establishment

    E. Hand out schedule of programs and events

V. Appropriate dress for information clerks

    A. Clothing and appearance should reflect the type of business

    B. Most amusement centers provide uniforms to their employees

    C. At entertainment centers, the type of clothing depends on the scheduled activity or event

INFORMATION CLERK

ASSIGNMENT SHEET #1--GENERAL INFORMATION TERMS

Directions: Match the terms on the right with the correct definitions by placing the numbers in the blanks.

_____ A. Easy to reach

_____ B. Manner in which something is done

_____ C. To reply

_____ D. Doing one job or one part of one job

_____ E. Really important

_____ F. Mental feeling and emotion

_____ G. A person who has a need for a product, service, etc., which a business can provide

_____ H. Easily readable

_____ I. To point out

_____ J. Using an organized plan

_____ K. To be insulting and unpleasant

_____ L. Place where something is sent

_____ M. Happening often

_____ N. Able to be heard

_____ O. To figure out the meaning of something

_____ p. Not readable

1. Essential
2. Customer
3. Systematic
4. Legible
5. Accessible
6. Specialization
7. Indicate
8. Destination
9. Decipher
10. Frequently
11. Technique
12. Audible
13. Illegible
14. Offensive
15. Attitude
16. Respond

ASSIGNMENT SHEET #2--ACTING AS AN INFORMATION CLERK

Directions: Choose one of the following situations for role-playing in class. Give most information you can. (Make up what you want, within reason.)

A. At an office building, visitor asks for person who works for an insurance company. After obtaining necessary information, the Information Clerk looks up needed information in directory, then directs visitor to correct office.

B. At a department store, customer can't find the sports department.

C. In an airline terminal, visitor is meeting friends and doesn't know where to go.

D. At a convention, visitor needs to know where the meetings are being held.

E. In a large hotel, customer wants to know what is going on in town.

F. In a shopping mall, you have a lost child brought to your desk.

G. At a bank, you are asked to help an elderly person find a vice-president's office on the second floor.

H. At a large boat show, a visitor asks where the water skis are being shown.

I. At a large amusement park, someone has a sick child and needs to find help.

INFORMATION CLERK

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A.	5	I.	7
B.	11	J.	3
C.	16	K.	14
D.	6	L.	8
E.	1	M.	10
F.	15	N.	12
G.	2	O.	9
H.	4	P.	13

Assignment Sheet #2

Evaluated to the satisfaction of the instructor

INFORMATION CLERK

UNIT TEST

Section I

1. Place a "√" in the blank provided if an information clerk might be found in the place listed.

____ A. In a hotel

____ B. In a restaurant

____ C. In an airport

____ D. In an office building

____ E. At a shopping mall

____ F. At an automobile agency

____ G. At a beauty shop

____ H. In a department store

____ I. In a bank

2. List three locations where an information desk might be found.

1. ____

2. ____

3. ____

Section II

1. Circle the correct answer to complete the following statement:

A. The information desk in an office building is usually

(1) in the center of the building

(2) near the elevators

(3) near the front entrance

(4) all three

(5) only 2 and 3

B. The information clerk should keep ready
   (1) pencil and paper
   (2) telephone directory
   (3) fresh coffee
   (4) none of the above
   (5) 1 and 3

C. An information clerk should be
   (1) very friendly
   (2) very talkative
   (3) courteous
   (4) sharp-tongued

D. An information clerk should
   (1) dress to be most comfortable
   (2) dress appropriately and neatly
   (3) wear lots of jewelry
   (4) keep up with all the latest fads

E. One of the main duties of the information clerk is to
   (1) direct visitors to their destination
   (2) entertain visitors
   (3) serve refreshments
   (4) keep up with all the latest fads

F. An information clerk may notify a firm when
   (1) sending a visitor to their office
   (2) when a well known person is in the building
   (3) it's their birthday or anniversary
   (4) 1 and 3
   (5) none of the above

Section III

1. Answer the following by writing TRUE or FALSE in the blanks provided at the left.

   A. Office Building

   ______ (1) An information clerk should keep close at hand the phone numbers of the building security.

   ______ (2) In an office building information desk, the clerk need not bother about personal appearance.

______ (3) If you have a pleasing voice you can get by without being very courteous.

______ (4) An information clerk may receive deliveries.

B. Department Stores

______ (1) May have a paging system for personnel and customers.

______ (2) Has schedule of store hours for customers.

______ (3) May hear complaints about purchases.

______ (4) Should have directory of complete store and personnel names.

______ (5) May keep extra bags for customers' purchases.

______ (6) An information clerk may assist children of lost parents.

C. Airline Terminal

______ (1) A clerk will be able to read and understand timetables.

______ (2) An airline information clerk answers only questions pertaining to the terminal

______ (3) An airline information clerk never wears a uniform.

______ (4) The clerk always speaks distinctly and sharply.

______ (5) No matter what is worn, it should be neat and clean.

______ (6) Being courteous and kind is most important.

D. Conventions and Trade Shows

______ (1) Information clerk may give information to visitors regarding activities in and around the city.

______ (2) Clerk will only give information concerning the time schedule of the convention or trade show.

______ (3) The clerk will come in contact only with the persons working on the show.

______ (4) The clerk will have a good knowledge of the extent of the trade show.

______ (5) At most conventions, the information clerk will wear a uniform.

______ (6) An information clerk must be able to speak several languages.

_______ (7) Information desks usually have maps of convention or trade show areas to guide visitors.

_______ (8) The information clerk may serve as a lost and found clerk.

_______ (9) Only one information desk or booth is required at conventions or trade shows.

_______(10) Information clerk may use a paging system.

E. Hotels and Motels

_______ (1) Information clerk in a hotel will have information about hotel services only.

_______ (2) An information clerk will be able to answer questions about valet service in the hotel or motel.

_______ (3) Clerk may have directory of public rooms and current functions in hotel or motel.

_______ (4) The clerk will have schedule of conventions being held at hotel.

_______ (5) Information about laundry service is handled by the information clerk.

F. Shopping Malls

_______ (1) An information clerk will be able to direct visitors to location of stores.

_______ (2) The clerk will give information only about the stores in the mall.

_______ (3) The clerk may help children who are lost.

_______ (4) The clerk may have information about special holiday activities.

_______ (5) The information clerk in the mall should dress in the latest fad to stand out.

_______ (6) The clerk will not have to be bothered with lost and found items.

_______ (7) The clerk should be able to answer questions about displays and special shows being held in the mall.

_______ (8) Always be pleasant and courteous.

G. Banks

_____ (1) The clerk usually wears a uniform.

_____ (2) The information clerk is usually too busy to help fill out forms of any kind.

_____ (3) The information clerk directs patrons to department requested.

_____ (4) The information clerk is usually found near the president's office.

H. Amusement Centers

_____ (1) An information clerk in an amusement park may direct visitors to restaurants.

_____ (2) The information clerk directs visitors to nursing station, if necessary.

_____ (3) The information clerk is available to answer questions from visitors.

_____ (4) Information clerks usually accompany visitors on some of the more daring rides.

_____ (5) The information clerk may help children who are lost.

_____ (6) The information clerk has maps and schedule of park hours for visitors' use.

_____ (7) An information clerk may take reservations for theater performances.

_____ (8) A clerk in a motion picture theater gives only the time features start.

_____ (9) Clerks in a theater with live performances do not give the names of performers.

_____(10) Most questions asked will be regarding hours opening and closing times.

INFORMATION CLERK

ANSWERS TO UNIT TEST

Section I

A.

(1) ✓
(2)
(3) ✓
(4) ✓
(5) ✓
(6)
(7)
(8) ✓
(9) ✓

B.

(1) at entrance
(2) center of building
(3) main floor near elevators

Section II

A. 5
B. 1
C. 3
D. 2
E. 1
F. 1

Section III

A.

(1) True
(2) False
(3) False
(4) True

B.

(1) True
(2) True
(3) True
(4) True
(5) True
(6) True

C.

(1) True
(2) False
(3) False
(4) False
(5) True
(6) True

D.

(1) True
(2) False
(3) False
(4) True
(5) False
(6) False
(7) True
(8) True
(9) False
(10) True

E.

(1) False
(2) True
(3) True
(4) True
(5) True

F.

(1) True
(2) False
(3) True
(4) True
(5) False
(6) False
(7) True
(8) True

G.

(1) True
(2) False
(3) True
(4) False

H.

(1) True
(2) True
(3) True
(4) False
(5) True
(6) True
(7) True
(8) False
(9) False
(10) True

VARITYPE OPERATOR

DOT NO. 203.382-026

VARITYPE OPERATOR (clerical)

DOT NO. 203.382-026

Operates one or a variety of electrically powered typewriting machines equipped with changeable type fonts to typeset master copies, such as stencils, direct plates, photo-offsets, and tracings, for reproduction of copies having a printed appearance.

General Responsibilities

* Operates one or a variety of electrically powered typewriting machines equipped with changeable type fonts to typeset master copies, such as stencils, direct plates, photo-offsets, and tracings, for reproduction of copies having a printed appearance
* Plans layout of page elements (illustrations, headlines, and text) from rough draft or specifications, using knowledge of design
* Pastes up preprinted type and reproduction proofs on master layout, using paste and brush
* Determines size and style of type, horizontal and vertical spacing, and margins, using knowledge of typesetting
* Calculates anticipated dimensions of photo-offset copy to be enlarged or reduced, using arithmetic percentages
* Attaches fonts to type holder
* Attaches gear to platen to control spacing between lines
* Moves lever to control spacing between characters
* Sets stops to control right margin

VARITYPE OPERATOR

OVERALL OBJECTIVE

After completing this unit, the student should be able to identify the parts, understand the operations, and be able to perform the procedures in operating varitype machines, such as the varitype typewriter machine and the headline machine. This knowledge will be evidenced through demonstration and by successfully completing assignments and a unit test.

OCCUPATIONAL INFORMATION

Varitype operators are in demand both in the printing industry and in advertising. As an occupation, varitype operators may work as a layout artist or as a production technician. In these cases, other skills in addition to operating a varitype machine are required. Depending on the nature of the job, salaries can be average or high. In the printing industry salaries are very close to or somewhat higher than clerical or typing positions. However, if an individual is employed with an advertising company, salaries are generally higher.

Employment trends indicate that there will be a continued demand for varitype operators in the 1980's. Although the varitype machines may become more sophisticated, the same type of skills will still be required.

VARITYPE OPERATOR

INSTRUCTOR'S RESOURCE SHEET

I. Objective Sheet and Occupational Information

  A. Discuss the unit objective with students

  B. Show the relation of the objective and the occupational information

  C. Add any other information and/or objectives when localizing the unit to suit your particular training needs

II. Information Sheets

  A. Information Sheet #1--Terms and Definitions

    1. This information will help prepare the student to understand the terms and what they mean in regard to the varitype machine

    2. Use Transparency #2--The Varitype Machine, to reinforce this area of information

    3. Use Assignment Sheet #1--Identifying Parts of Varitype Machine, to reinforce this information.

  B. Information Sheet #2--Varitype Machine

    1. This information will help the student learn how the varitype machine operates

    2. Use Transparencies #1 and #2 to reinforce the information

  C. Information Sheet #3--Headline Machine

    1. This information explains the procedure in using the headline machine

    2. Use Transparencies #3 and #5 to reinforce the information

    3. Use Assignment Sheet #1--Parts of Headline Machine, to aid in understanding the information

    4. Use Job Sheet #2--Using the Headline Machine and Plastic Disc, to reinforce the information

  D. Information Sheet #4--Paper and Film for Headline Machine

    1. This information explains the type of film and paper used in the headline machine

2. Use Transparency #4--Paper and Film, to reinforce this area of information
3. Use Job Sheet #1--Loading Paper or Film in Machine, to reinforce this information

E. Information Sheet #5--Print Discs

1. This information explains the various markings on the disc
2. Use Transparency #5--Disc Used in Headline Machine, to reinforce this area of information
3. Use Assignment Sheet #2--Identify Marking on Disc, to reinforce this area of information
4. Use Job Sheet #2--Using Headline Machine and Plastic Disc, to aid in understanding this area of information

F. Information Sheet #6--Chemicals and Care of Development Tank

1. This information will help the student to understand the chemicals used and the care of the tank
2. Use Transparency #6--Developing Tank, to reinforce this area of information
3. Use Assignment Sheet #3--Parts of Developing Tank, to reinforce this information
4. Use Job Sheet #3--Developing Tank Assembly and Cleaning, to aid in this area of information

III. Transparencies

A. TM-1--Various Varitypers and Headline Machines

Use the transparency master as handout or in classroom discussion

B. TM-2--Varitype Machine

1. Use the transparency master as a student handout or use in the classroom for discussion
2. Use the illustration to aid in the usage of Information Sheet #2--Varityper

C. TM-3--Headline Machine

1. Use the transparency master as either a student handout or in classroom discussion
2. Relate the illustration to Information Sheet #3--Headline Machine

D. TM-4--Paper and Film

  1. Use the transparency master as either a student handout or in classroom discussion

  2. Relate the illustration to Information Sheet #4--Paper and Film for Headline Machine

E. TM-5--Disc Used in Headline Machine

  1. Use the transparency master as either a student handout or in classroom discussion

  2. Relate the illustration to Information Sheet #5--Print Discs

F. TM-6--Developing Tank

  1. Use the transparency master as either a student handout or in classroom discussion

  2. Relate the illustration to Information Sheet #6--Chemicals and Care of Development Tank

IV. Assignment Sheets

A. Assignment Sheet #1--Parts of Headline Machine

  1. Use Information Sheet #3--Headline Machine, and Transparency #3--Headline Machine, as aids in completing this assignment

  2. Add any questions necessary

B. Assignment Sheet #2--Identify Markings on Disc

  1. Use Information Sheet #5--Print Disc, and Transparency #5--Disc Used in Headline Machine, as aids in completing this assignment sheet

  2. Add any questions necessary

C. Assignment Sheet #3--Parts of Developing Tank

  1. Use Information Sheet #6--Chemicals and Care of Development Tank, and Transparency #6--Developing Tank, as aids in completing this assignment

  2. Add any questions necessary

V. Answers to Assignment Sheets

A. If students have difficulty in answering the assignments, refer to the answer sheets

B. Any questions added to the assignment sheets should be reflected on the answer sheets

VI. Job Sheets

  A. Job Sheet #1--Loading Paper or Film in Machine

    1. Gather all materials and equipment necessary to perform job

    2. Evaluate student performance outlined on job sheet

  B. Job Sheet #2--Using Headline Machine and Disc

    1. Gather all materials and equipment necessary to perform job

    2. Evaluate student performance outlined on job sheet

  C. Job Sheet #3--Developing Tank Assembly and Cleaning

    1. Gather all materials and equipment necessary to perform job

    2. Evaluate student performance outlined on job sheet

VII. Unit Test

  A. The unit test may be given in parts, or all at one time

  B. If information has been added, additional questions may be included in the test

VIII. Answers to Unit Test

  A. Answers are provided for all the questions asked

  B. If questions have been added to the test, the answers also should be included

VARITYPE OPERATOR

ADDITIONAL RESOURCE MATERIAL

I. Material Currently Available

The following is a list of instructional material found in Volumes I and II, ODP Teacher's Guide, listed under the general responsibilities relating to Varitype Operator:

A. Plans layout of page elements (illustration, headlines, and text) from rough draft or specifications, using knowledge of design

Vol. II, Unit XII (Entire Unit) or Unit XI, rev. ed.

B. Determines size and style of type, horizontal and vertical spacing, and margins, using knowledge of typesetting

1. Vol. II, Unit XII, Page XII-5--Information Sheet, Sections I, II, V, VII, VIII, and IX or Unit XI, rev. ed.
2. Vol. II, Unit XII, Page XII-15--Transparency 4 or Unit XI, rev. ed.
3. Vol. II, Unit XII, Page XII-25--Assignment Sheet #3--Spacing Words, or Unit XI, rev. ed.

C. Calculates anticipated dimensions of photo-offset copy to be enlarged or reduced, using arithmetic percentages

1. Vol. I, Unit VI (Entire Unit)
2. Vol. I, Unit XI (Entire Unit)

D. May lay out and rule forms and charts, using drafting tools

1. Vol. II, Unit XII, Page XII-31--Job Sheet #1--Drawing Lines, or Unit XI, rev. ed.
2. Vol. II, Unit XII, Page XII--Job Sheet #2--Making a Comprehensive Layout, or Unit XI, Pages XI-33--Job Sheet #2--Making a Final Layout, rev. ed.

E. Vol. III, ODP Teacher's Guide, Copy Cutter (Entire Unit)

III. References:

A. Varityper Headliner TypeMasters Catalog. Newark, New Jersey 1967

B. Bauer, Dennis E. and John W. Strahl. Office Reproduction Processes. Harper & Row, Publishers, Inc. 1975

VARITYPE OPERATOR

INFORMATION SHEET #1--TERMS AND DEFINITIONS

The following terms are used throughout this unit. Learning what each one means will help the student to better understand the job of Varitype Operator.

A. Font--A group of characters, all of one size and style

B. Point--Measurement used in printing. There are 72 points in an inch

C. Cartridge--Case or container holding paper or film

D. Photosensitive--Paper or film coated with silver or other material that reacts to light

E. Character--Symbol used in printing or writing

F. Neutral--Not being on either side; to be in the middle

G. Emulsion--Coating on photographic film or paper

H. Positive Transparency--Photographic film which has an image

I. Repel--To resist or reject

J. Adhesive--Sticky, as glue or cement

K. Sprocket--A cylinder that has a tooth or projection, shaped to fit another part

L. Expose--To let light show on to the film or paper

M. Contaminate--To make impure or unfit for use

VARITYPE OPERATOR

INFORMATION SHEET #2--VARITYPE MACHINE

I. The varitype machine is similar to a typewriter, having the basic keyboard. It used a one-time carbon ribbon and has interchangeable type fonts. Each type font contains the following:

   A. Letters (example) a b c d e f g h

   B. Numbers (example) 1 2 3 4 5 6 7 8

   C. Symbols (example) % # + x @ & * ¢

II. Two different type fonts may be put in position to mix sizes or styles of print. There are hundreds of type font styles and sizes available.

III. Copy must be typed twice

   A. Type the wording using the desired column width on the left side of the paper. Use the margin dial pointer and the justifier dial pointer in starting and ending each line.

   B. Begin typing the same copy on the right-hand side of the paper. As you type, the varityper will put in the correct spacing automatically.

VARITYPE OPERATOR

INFORMATION SHEET #3--HEADLINE MACHINE

I. Headline Features

   A. The headliner machine forms lines of type from 6 to 84 points

   B. The headliner uses cartridges of:

      1. Photosensitive paper for printing black lettering on white, or white lettering on black

      2. Photosensitive film for printing black lettering on transparent material

   C. The heart of the machine is a plastic disc containing the type font. (Sometimes called a Typemaster)

   D. The machine can do large or small type in many styles and can be used for many kinds of printing jobs including some of the following:

      1. Newspapers or other publications

      2. Advertising brochures

      3. Reports

      4. Visual aids

      5. Graphs

      6. Charts

      7. Instructional material

   E. The headliner can print up to 30 characters per minute and the finished type is processed 90 seconds after setting

II. Operating a headline machine

   (NOTE: These are steps for Varityper Model 820 and although they are general, the steps may vary depending on the model you are using.)

   A. Be sure chemicals are fresh; check with instructor

   B. Choose proper disc for print needed

      1. Check point size on the disc

      2. Set exposure lever

      3. Set font on half or full, according to disc

C. Place disc in machine

(CAUTION: Do not lift lid over ½ inch or paper or film will be exposed.)

D. Be sure PRINT button is set on PRINT

E. Turn machine to ON

F. Push READ button. Be sure the needle points near the middle of the meter. If not, call the instructor

G. Look at PAPER LIGHT. If light comes on, paper must be added

H. Set word and letter dial according to point size on the disc

1. Large knob on right side of machine controls WORD side of dial (point size)
2. Small knob in center of large knob controls LETTER side of dial (matches the small number on right side, next to point size); can be minus or plus

I. Set paper gauge to 0; then turn paper feed knob clockwise to 1

J. Turn disc until the letter you want to print is between the shaded areas located at bottom of the white circle

K. When letter is in line, push TOGGLE switch to PRINT and allow switch to return to neutral position

L. Proceed to next letter and print

M. If a space is needed, push switch to SPACE and allow switch to return to neutral position

N. Repeat steps I through L until assignment is completed

(NOTE: The machine will print a minumum of 7 or 8 inches.)

O. When completed, set paper guage to 0, then turn paper feed knob clockwise one complete turn

P. Pull paper cut lever up until it stops. Hold lever up until DEVELOPING light comes on, pause for about 2 seconds, then allow lever to return to normal position. (DO NOT DROP)

Q. Paper is now going through the developing tank

R. When processing is completed (about 3 or 4 minutes), the tape will advance from machine on the right side

S. If you are printing a large amount of material, you may exceed the limit of the machine and if so, a bell will ring. Finish only the word you are printing, then stop

T. Reset paper gauge to 0 and advance paper feed knob one complete turn. The machine, at this point, may turn off

U. Even if machine is OFF, raise the paper cut lever. This will turn machine back on, and it will proceed with developing procedures

V. Wait a few minutes, then proceed, starting with Step I

W. When the assignment is completed, turn machine to OFF and carefully remove Typemaster. Place in proper storage

VARITYPE OPERATOR

INFORMATION SHEET #4--PAPER AND FILM FOR HEADLINE MACHINE

I. Paper used in headline machine

  A. Is photosensitized

  B. Comes in 35mm, 100 foot rolls

  C. Has a certain weight and emulsion

  D. Is packaged in throw-away, sealed plastic boxes

  E. Has a plastic coating

    1. Repels chemicals

    2. Repels water

    3. Air-dries quickly

  F. May have adhesive coating for easy application

II. Film used in headline machine

  A. Is sensitized

  B. Comes in 35mm, 50 foot rolls

  C. Produces a positive transparency

  D. Is packaged in throw-away sealed boxes

  E. May have adhesive coating for placing on other materials

III. Removing empty paper or film container

  A. Release paper feed clutch

  B. Lift top cover and exposure lever unit

  C. Remove disc

  D. Push paper outswitch up past edge of paper

  E. Remove old paper container from paper well, pulling end of paper out of machine

IV. Loading Paper or Film

  A. Release paper feed clutch

  B. Lift top cover and exposure unit

  C. Remove plastic disc

D. Place new paper container into the paper well

E. Feed lead strip under the paper outswitch, along channel guide, under top edge of positioning indicator, under paper guide, and into opening at left end of channel guide

F. Push paper to the feed sprocket

G. Push feed clutch knob in and turn paper feed knob

INFORMATION SHEET #5--PRINT DISCS

The print disc is a flat round plastic circle about the size of a 33 1/3 phonograph record.

A. The disc is made of clear plastic with a black inside circle which is used to expose the character to the paper

B. The disc contains the point size and style of print. The point size is always the first 2 numbers and the print style is the remaining 2 or 3 numbers.

Example:

TYPEMASTER

V2477

LIGHTHOUSE SETTING 5

FULL FONT SETTING

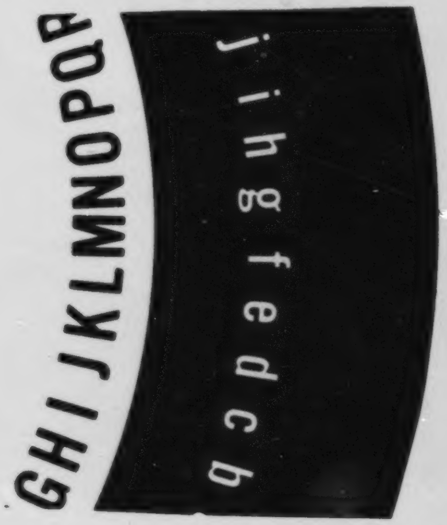
C. Under the point size and style numbers is the exposure setting which controls the amount of light exposed to the paper or film.

D. Next is the font setting, which can be set for half or full. Most settings will be full.

E. The characters on the clear plastic area match the characters on the opposite side (printed on the black area).

1. The black letters on the clear plastic area are used to line up the desired words or numbers.

2. The clear characters printed on the black area are used to print the paper.



VARITYPE OPERATOR

INFORMATION SHEET #6--CHEMICALS AND CARE OF DEVELOPMENT TANK

I. Chemicals consist of dry powder which is mixed with water

  A. Developer

  B. Fixer

  C. After chemicals and water are mixed, they should be kept in tightly capped amber bottles and stored in a cool, dark place

  D. When needed, mix chemicals with water in equal parts of 1 to 1 solution and pour into developing tank

  (NOTE: Water should be around 68° Fahrenheit or 20° Centigrade)

  E. The development tank which holds the chemicals has 3 compartments, each marked:

    1. Developer

    2. Fixer

    3. Water

  (CAUTION: NEVER mix the developer with the fixer)

  F. Fill the developer compartment with the diluted developer chemical, then fill the fixer compartment with the diluted fixer chemical. Be very careful not to drop the fixer into the developer section because it will ruin the developer.

  G. Fill the water compartment with the proper amount of water

  H. Place the top section into the bottom tank, securing the tabs in the slots of the tank

  I. Place into machine, sliding all the way into the opening provided

II. Care and cleaning of development tank

  A. Cleaning Procedure

    1. Rinse the tank with cool tap water every day

    2. Once a week, the tank should be taken apart and washed in cool tap water

    (This procedure may vary according to its use)

B. To take tank apart

1. Remove tank from machine
2. Take top cover off of lower case
3. Remove metal guides from the lower case
4. Pull sprocket shafts out of tank sprockets and remove each sprocket as it is released

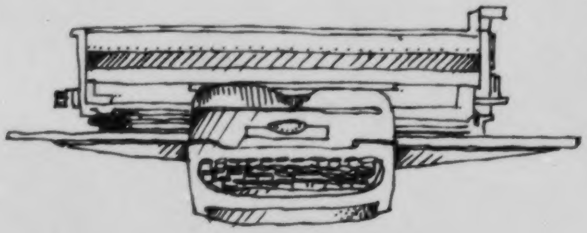
C. To put together

(NOTE: Look at TM-6 for parts identification.)

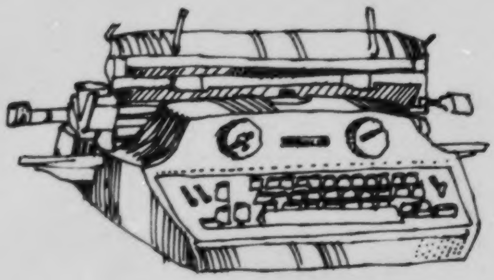
1. Hold top cover bottom side-up with back side facing assembler
2. Insert the water compartment tank sprocket in the top cover with the slanted edge of sprocket shaft hole facing the right
3. Put the sprocket shaft through the top cover into the sprocket and place it in position against the flat part of the sprocket
4. Press the shaft completely through the sprocket and the opposite side of the cover
5. The sprocket and shaft should spin freely. If not, adjust slightly
6. Repeat same procedure for fixer and developer sprockets
7. Place developer guide into developer compartment of the lower case
    a. Developer guide is identified by a circle embossed (raised) on the outside surface
    b. The circle must face the front end of the tank
    c. Press guide into case until it is on the bottom

    (NOTE: The developer guide cannot be used as a fixer or water guide.)
8. Place the fixer and water guides into the lower case. Be sure they are pressed to the bottom
9. Put the top cover assembly into the lower case
10. Be sure the tab of the top cover is properly placed in the slot of the lower case

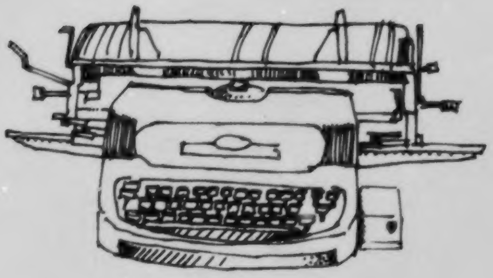
VARITYPERS



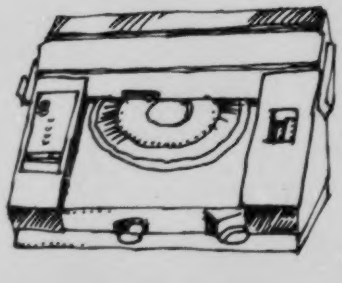
VARITYPER 350F



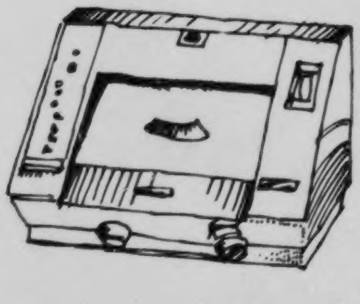
VARITYPER 600F



VARITYPER 900F

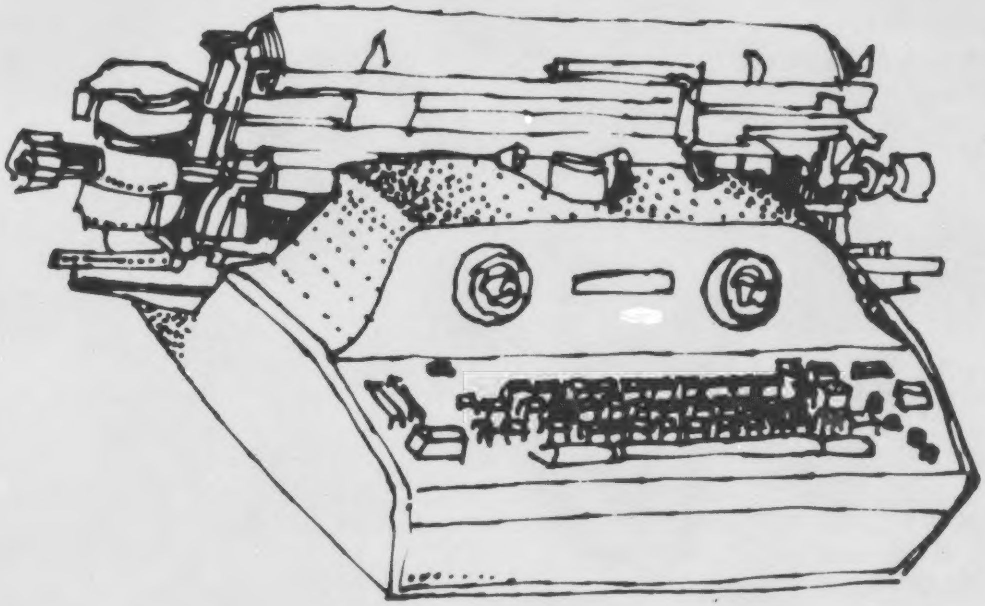


HEADLINER 820



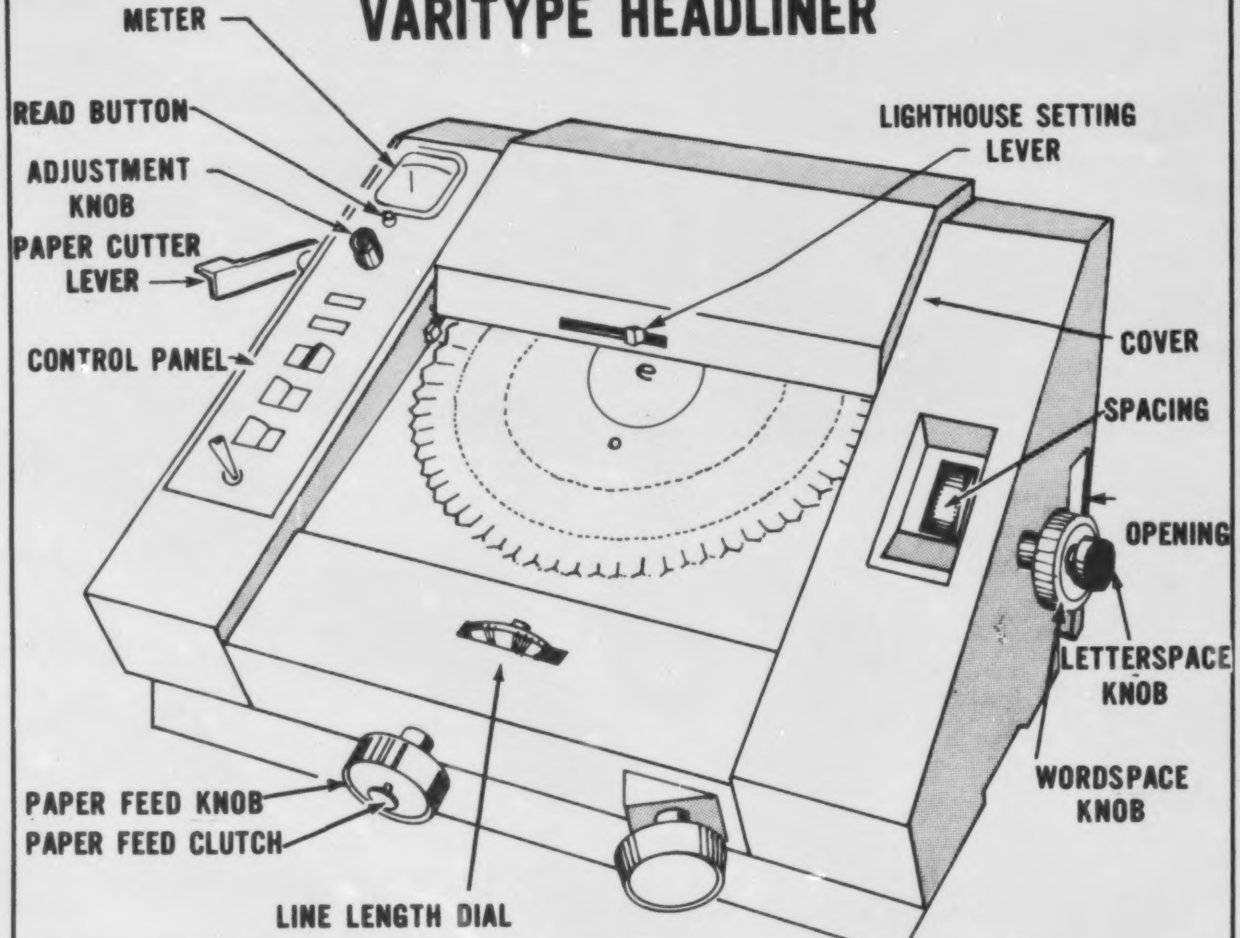
HEADLINER 860

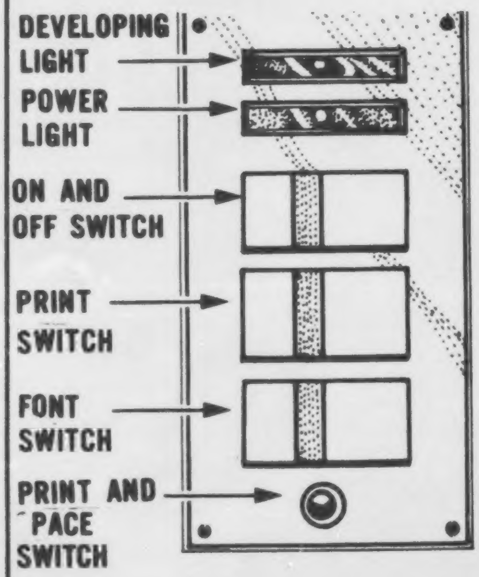
VARITYPER

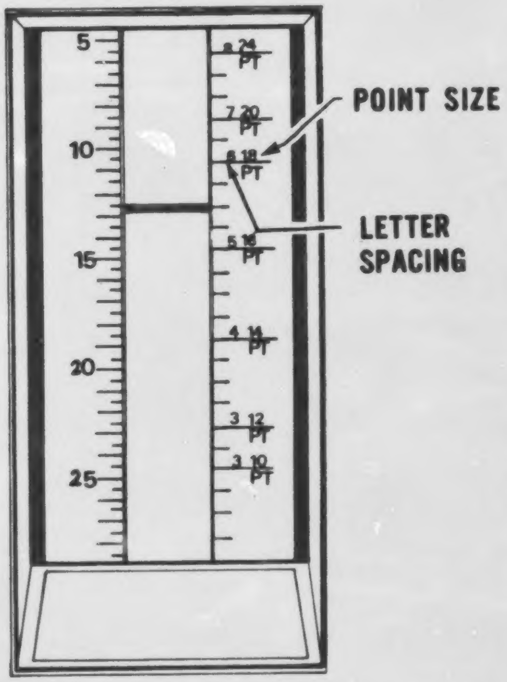


TM-2

VARITYPE HEADLINER


METER
READ BUTTON
ADJUSTMENT KNOB
PAPER CUTTER LEVER
CONTROL PANEL
LIGHTHOUSE SETTING LEVER
COVER
SPACING
OPENING
LETTERSPACE KNOB
WORDSPACE KNOB
PAPER FEED KNOB
PAPER FEED CLUTCH
LINE LENGTH DIAL

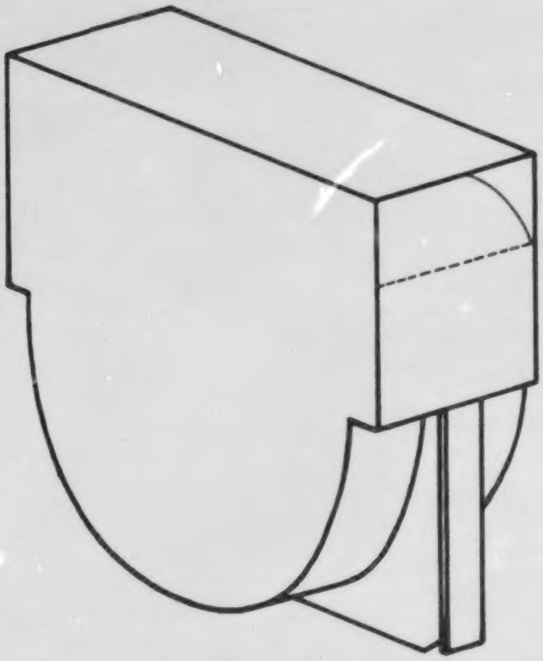

DEVELOPING LIGHT
POWER LIGHT
ON AND OFF SWITCH
PRINT SWITCH
FONT SWITCH
PRINT AND SPACE SWITCH


5
10
15
20
25
8 24 PT
7 20 PT
6 18 PT
5 16 PT
4 14 PT
3 12 PT
3 10 PT
POINT SIZE
LETTER SPACING

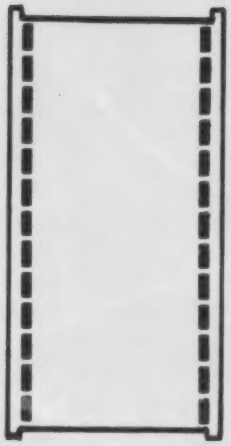
330

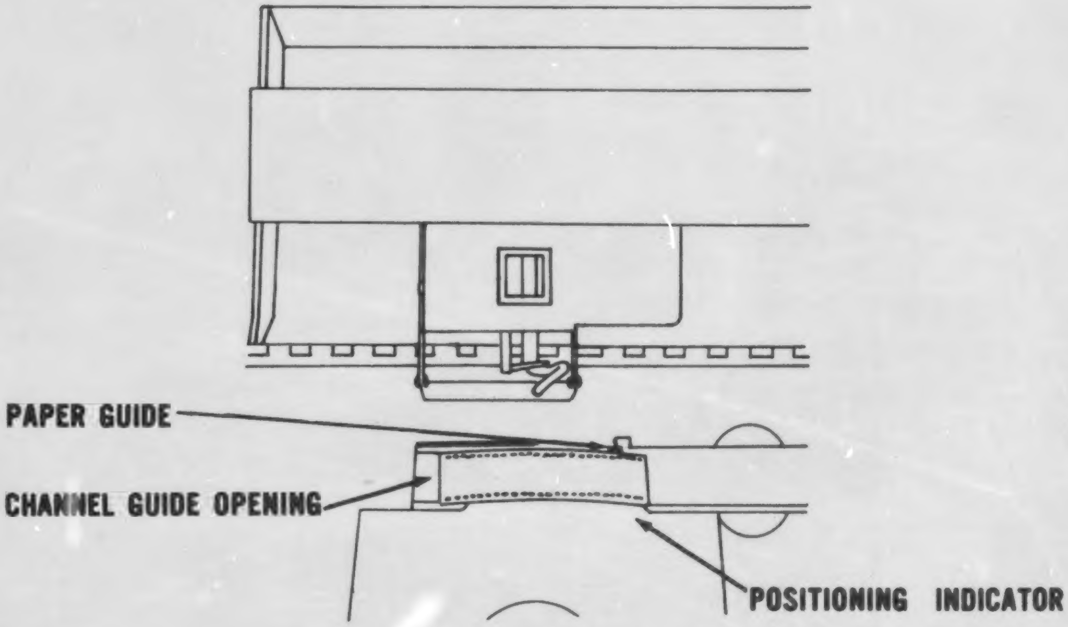
HEADLINER CARTRIDGE-PAPER-FILM

Cartridge of Paper

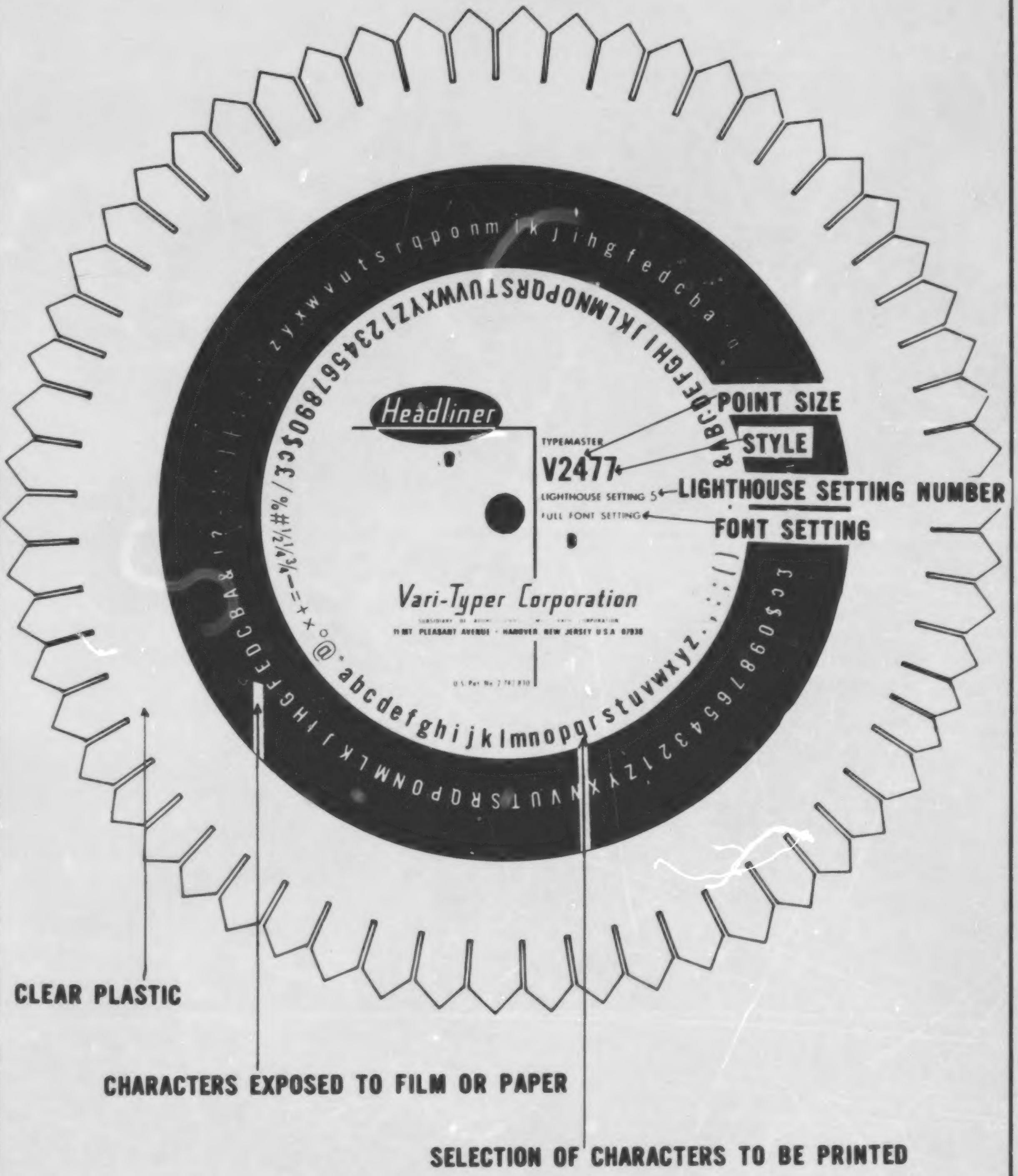


Film

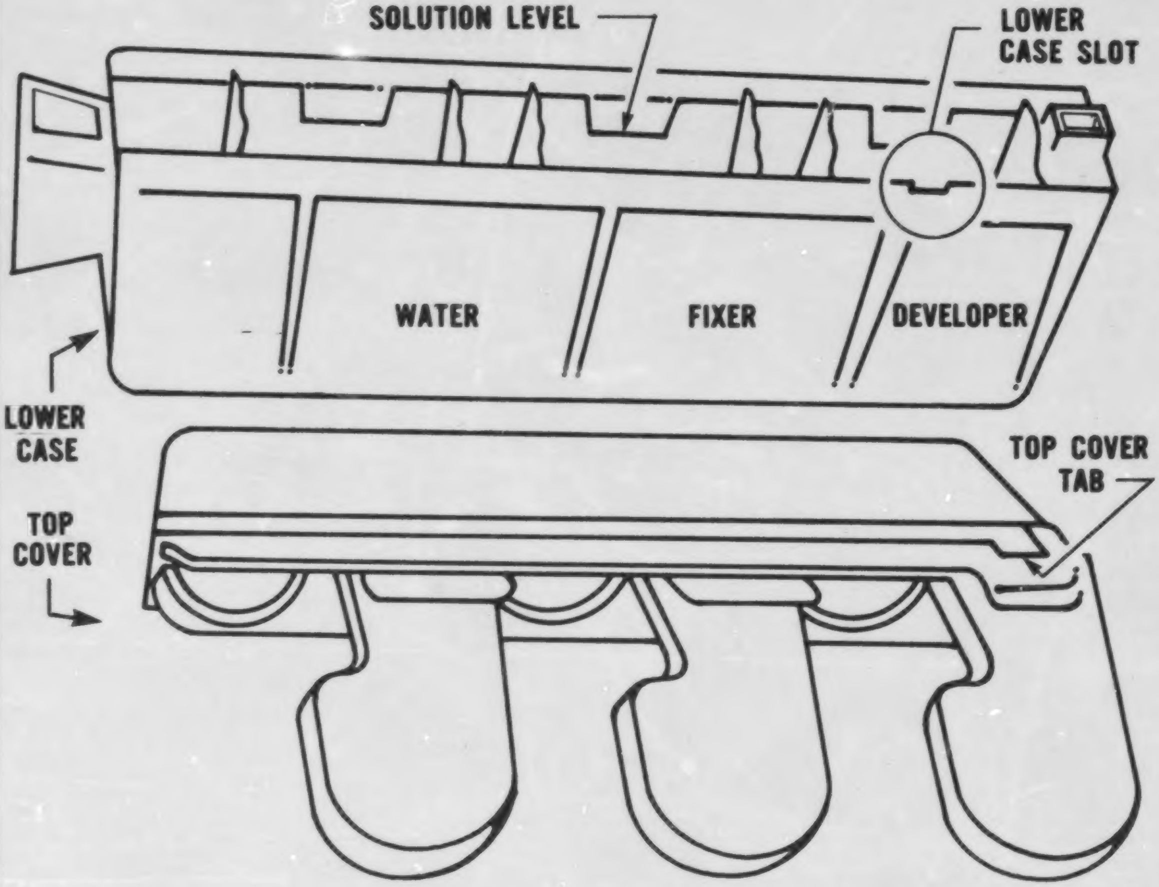


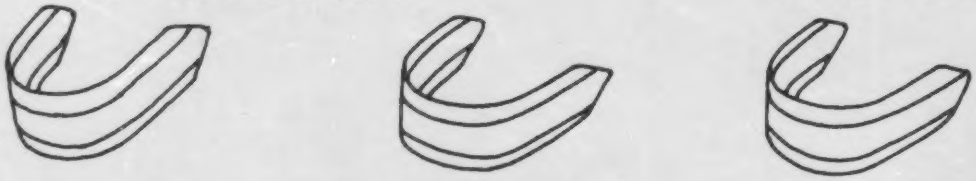

PAPER GUIDE
CHANNEL GUIDE OPENING
POSITIONING INDICATOR

TYPEMASTER


Headliner
TYPEMASTER
V2477
LIGHTHOUSE SETTING 5
FULL FONT SETTING
Vari-Typer Corporation
11 MT. PLEASANT AVENUE · HANOVER NEW JERSEY U.S.A. 07936
POINT SIZE
STYLE
LIGHTHOUSE SETTING NUMBER
FONT SETTING
CLEAR PLASTIC
CHARACTERS EXPOSED TO FILM OR PAPER
SELECTION OF CHARACTERS TO BE PRINTED

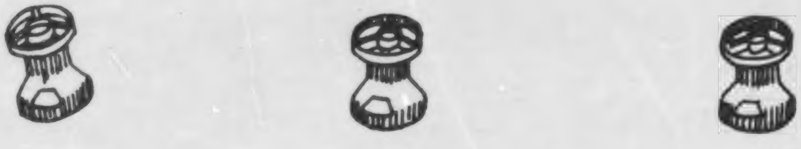
HEADLINER DEVELOPING TANK


SOLUTION LEVEL
LOWER CASE SLOT
WATER
FIXER
DEVELOPER
LOWER CASE
TOP COVER TAB
TOP COVER

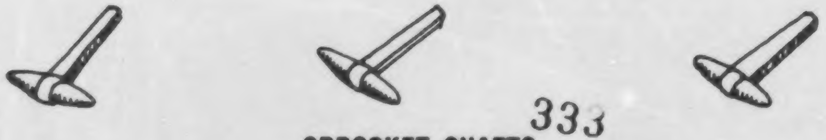


LOWER CASE GUIDES

DEVELOPER GUIDE



TANK SPROCKETS

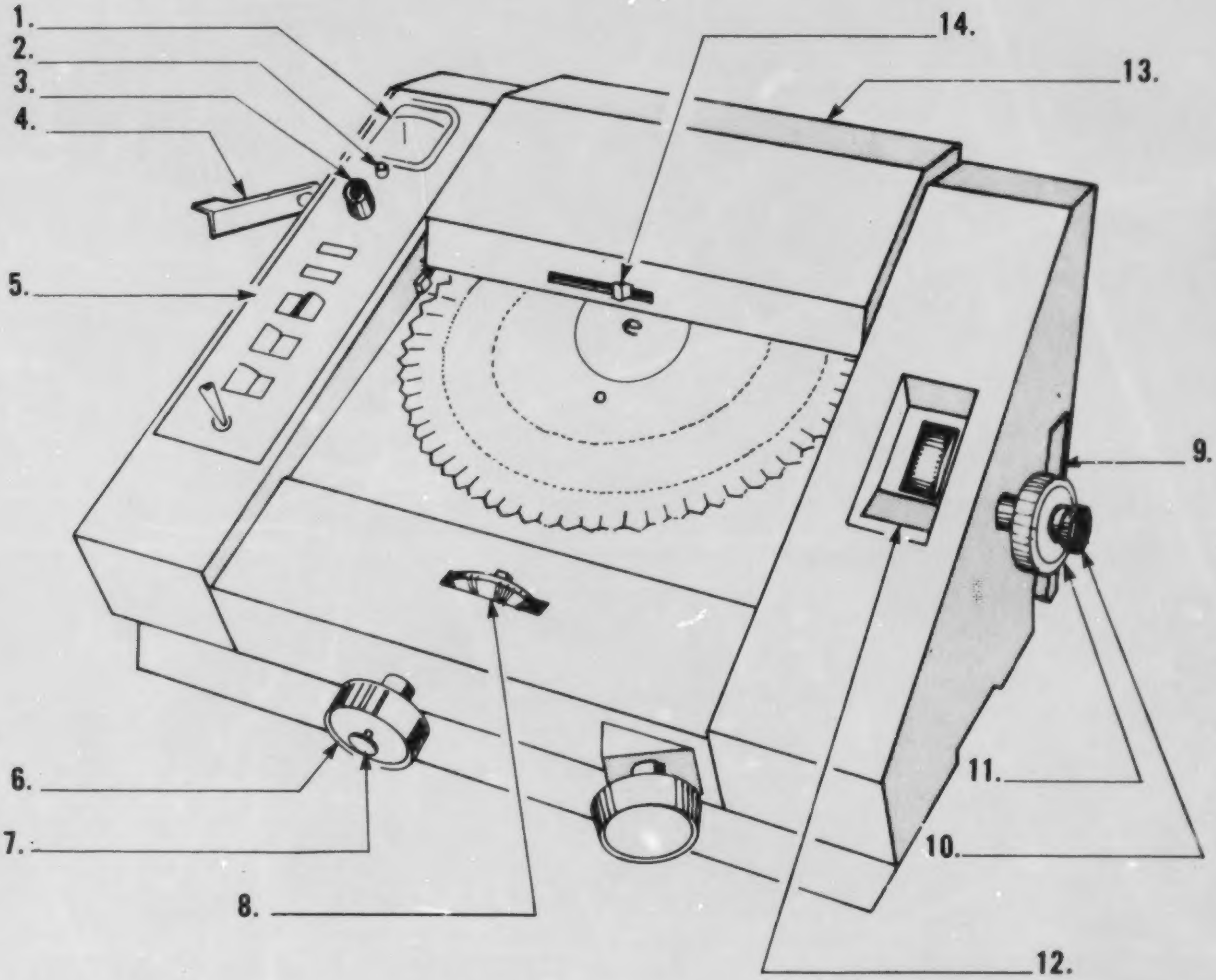


SPROCKET SHAFTS

VARITYPE OPERATOR

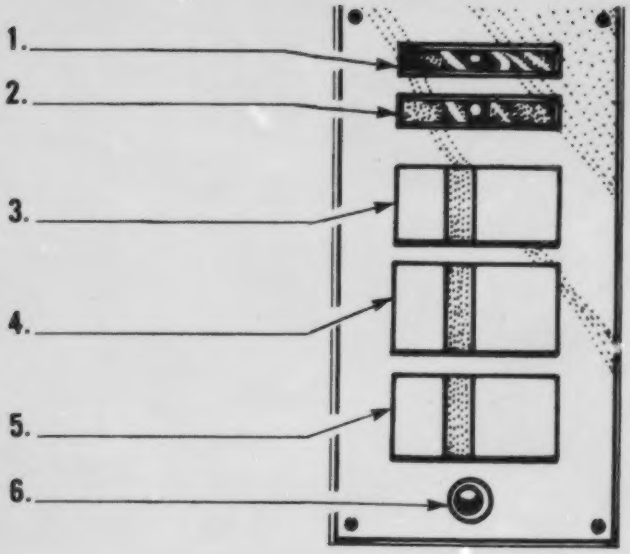
ASSIGNMENT SHEET #1--PARTS OF HEADLINE MACHINE

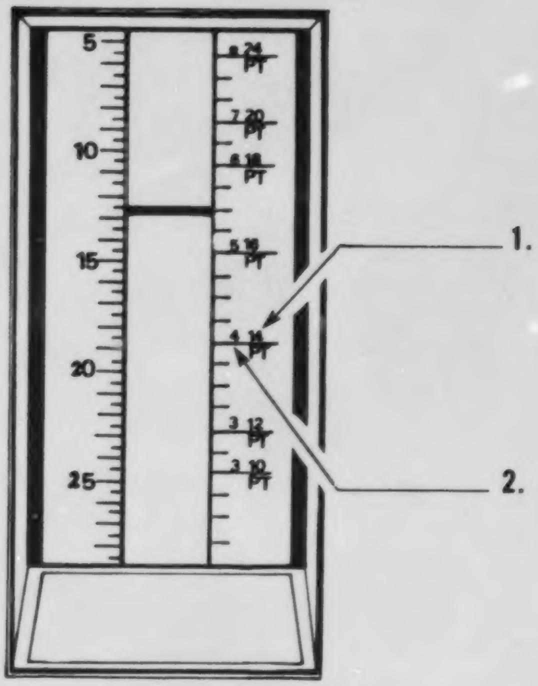
Directions: Identify the different parts of the machine from the list below.



Paper feed clutch
Letter space knob
Control panel
Tank opening
Cover
Read button
Paper cutter lever

Exposure lever
Word space knob
Spacing dial
Meter
Paper feed knob
Line length dial
Adjustment knob




5
10
15
20
25
8 24 PT
7 20 PT
6 18 PT
5 16 PT
4 14 PT
3 12 PT
3 10 PT
1.
2.

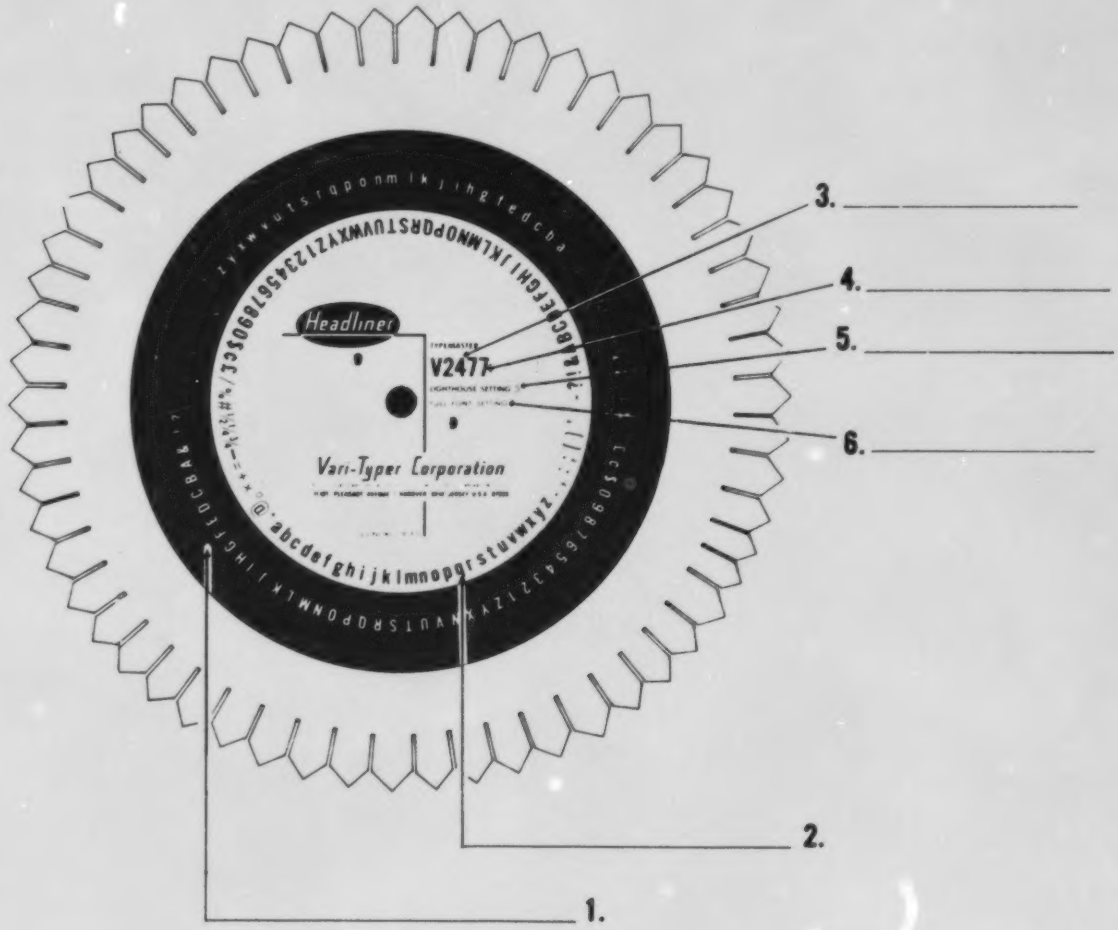
NON PRINT or PRINT switch
OFF and ON switch
Power light
PRINT or SPACE switch
Developing light
HALF or FULL FONT switch

Point size
Letter spacing

VARITYPE OPERATOR

ASSIGNMENT SHEET #2--IDENTIFY MARKINGS ON DISC

Directions: Identify the parts of the disc from the list below.

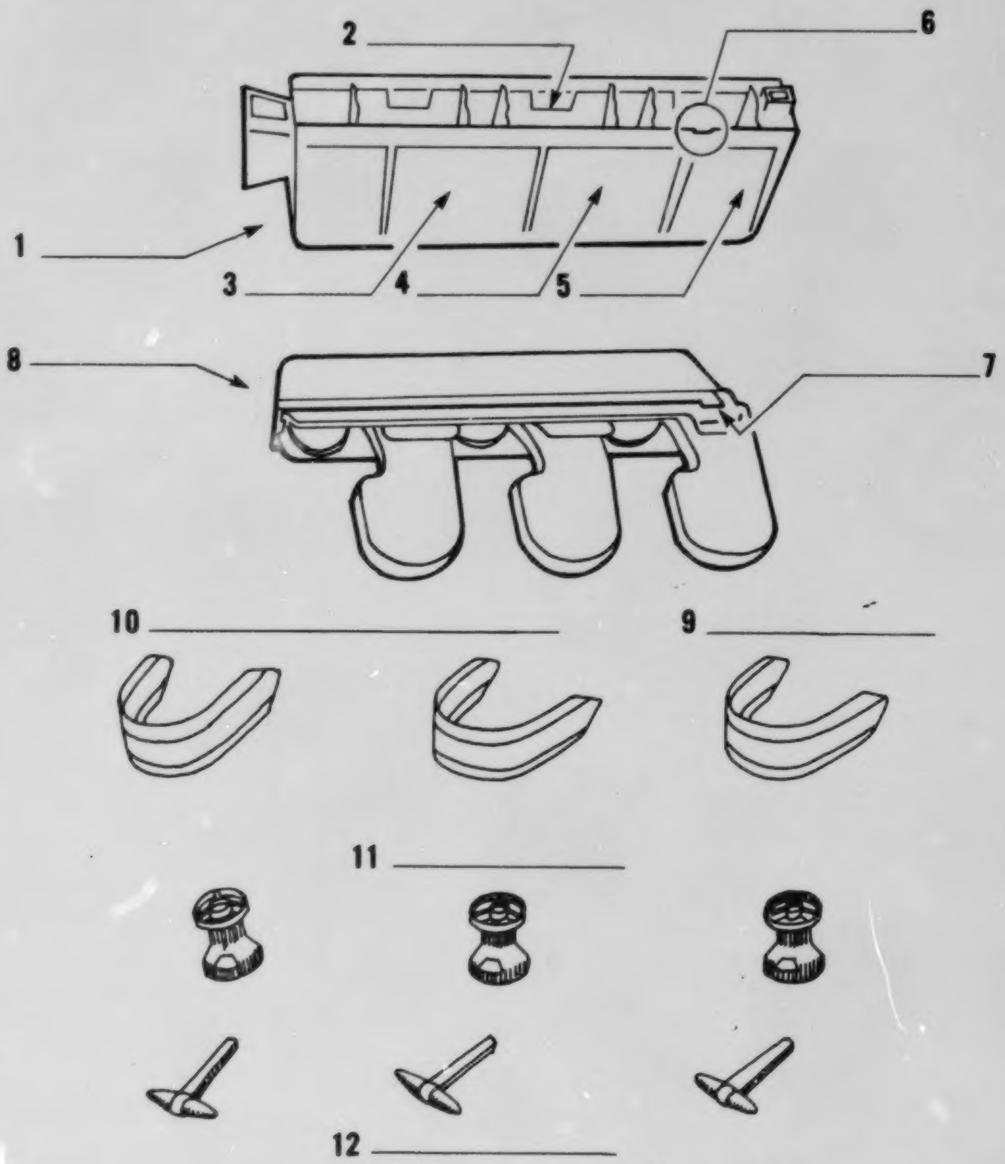

3. ____________
4. ____________
5. ____________
6. ____________
Headliner
TYPEMASTER
V2477
LIGHTHOUSE SETTING
FULL FONT SETTING
Vari-Typer Corporation
2.
1.

Selection of characters
Point size
Font setting
Characters exposed to paper on film
Style
Exposure setting

VARITYPE OPERATOR

ASSIGNMENT SHEET #3--PARTS OF DEVELOPING TANK

Directions: Identify the parts of the developing tank from the list below.



Tank sprockets
Lower case quides
Developer
Lower case
Top cover
Lower case slot
Solution level
Developer guide
Fixer
Sprocket shafts
Water
Top cover tab

VARITYPE OPERATOR

ANSWERS TO ASSIGNMENT SHEETS

A. Assignment Sheet #1

HEADLINER

1. Meter
2. Read
3. Adjustment knob
4. Paper cutter lever
5. Control panel
6. Paper feed knob
7. Paper feed clutch
8. Line length dial
9. Tank opening
10. Letter space knob
11. Word space knob
12. Spacing dial
13. Cover
14. Lighthouse setting lever

CONTROL PANEL

1. Developing light
2. Power light
3. OFF and ON switch
4. Print switch
5. Font switch
6. Print or space switch

SPACING DIALS

1. Point size
2. Letter spacing

B. Assignment Sheet #2

1. Point size
2. Style
3. Exposure setting
4. Font setting
5. Selection of characters to be printed
6. Characters exposed to film or paper

C. Assignment Sheet #3

1. Lower case
2. Solution level
3. Water
4. Fixer
5. Developer
6. Lower case slot
7. Top cover tab
8. Top cover
9. Developer guide
10. Lower case guides
11. Tank sprockets
12. Sprocket shafts

VARITYPE OPERATOR

JOB SHEET #1--LOADING PAPER OR FILM IN MACHINE

I. Tools and equipment needed:

A. Box of film or paper (may be out-of-date or unusable) for practice

B. Headline machine

II. Procedure:

A. Lift top cover and exposure unit

B. Remove disc

C. Release paper feed clutch

D. Push paper out switch up past edge of paper

E. Lift old paper box from paper well, pulling end of roll out of machine

F. Put new paper container into the paper well

G. Feed lead strip under the paper out switch, along channel guide under the top edge, under paper guide, and into opening at left end of channel guide

H. Push paper to the feed sprocket

I. Push feed clutch knob in and turn paper feed knob

VARITYPE OPERATOR

JOB SHEET #2--USING HEADLINE MACHINE AND PLASTIC DISC

I. Tools and equipment needed:

  A. Plastic disc

  B. Material to be printed
  (Title of Book, names, etc.)

  C. Headline machine

II. Procedure:

  A. Choose disc and place in machine

  B. Set word and letter dial according to point size on the disc

  C. Set exposure lever to number shown on disc

  D. Set font as shown on disc

  E. Set PRINT button on PRINT

  F. Turn machine to ON

  G. Push READ button to check the meter

  H. Check PAPER LIGHT

  I. Set paper gauge to 0; then turn paper feed knob clockwise to 1

  J. Turn disc until the first letter to be printed is between the shaded areas located at the bottom of the white circle

  K. Continue printing first word, space, and then print the letters for the following words

  L. When completed, set paper gauge to 0; then turn paper feed knob clockwise one complete turn

  M. Pull the paper cut lever up until it stops (will be almost vertical).

  N. Hold lever up until DEVELOPING light comes on; pause about 2 seconds, then allow lever to return to normal position (DO NOT DROP)

  O. Pull paper from right side of machine as it comes out

JOB SHEET #3--DEVELOPING TANK ASSEMBLY AND CLEANING

I. Tools and equipment:

   A. Sink with hot and cold water

   B. Mild soap

   C. Developing tank

II. Procedures:

   A. Remove developing tank from headline machine

   B. Remove top cover from lower case and pour out old chemicals

   C. Remove guides from lower case

   D. Pull sprocket shafts out of tank sprockets and remove each sprocket as it is released

   E. Rinse the tank and all the parts with warm tap water (DO NOT USE HOT). A mild suds may be used

   F. Rinse thoroughly

   G. Hold top cover, bottom side up, with back side facing assembler

   H. Insert the water compartment tank sprocket in the top cover, with the slanted edge of sprocket shaft hole facing the right

   I. Put the sprocket shaft through the top cover into the sprocket and fit it flat with the flat of the sprocket shaft hole

   J. Push the shaft completely through the sprocket and the opposite side of the cover

   K. If the sprocket and shaft do not spin freely, adjust slightly

   L. Repeat the same procedure for fixer and developer sprockets

   M. Place the developer guide into developer compartment of lower case. (Be sure to use the guide with the raised circle on it.)

   N. Next put the fixer and water guides in place. Make sure all three guides are pressed to the bottom of the tank

   O. Place the top cover on the lower case

VARITYPE OPERATOR

UNIT TEST

1. Match the terms on the right with the correct definitions.

_____ a. Coating on photographic film or paper

_____ b. A cylinder that has a tooth or projection, shaped to fit another part

_____ c. Measurement used in printing. There are 72 points in an inch

_____ d. To make impure or unfit for use

_____ e. Case or container which holds the paper or film

_____ f. Sticky, as glue or cement

_____ g. A group of characters all of one size and style

_____ h. Symbol used in printing or writing

_____ i. To let light show on to the film or paper

_____ j. Not being on either side; to be in the middle

_____ k. Paper or film coated with silver or other material that reacts to light

_____ l. Photographic film which has an image

_____ m. To resist or reject

1. Font
2. Point
3. Photosensitive
4. Character
5. Neutral
6. Emulsion
7. Repel
8. Adhesive
9. Sprocket
10. Expose
11. Contaminate
12. Positive transparency
13. Cartridge

2. Answer the following statements by writing TRUE or FALSE in the spaces at the left.

_____a. The varitype machine has the same basic keyboard as a typewriter.

_____b. A type font contains letters.

_____c. Type fonts cannot be mixed.

_____d. When typing copy on the varitype machine, type only once.

_____e. The varitype machine spaces automatically.

3. Answer the following statements by writing TRUE or FALSE in the spaces at the left.

______ a. The headline machine forms lines of type from 6 to 84 fonts

______ b. Cartridges of photosensitive paper are used in the headline machine

______ c. Film is used for printing black lettering on transparent material

______ d. The heart of the headline machine is the disc

______ e. The disc is a plastic square

______ f. The headline machine can print various styles and sizes of type

______ g. The headline machine can be used to print visual aids

______ h. Sixty characters per second can be printed on the headline machine

______ i. Type is processed in about 90 seconds after setting

______ j. Be sure chemicals are fresh

______ k. If paper light doesn't come on, add paper

______ l. The headline machine will print a minimum of 4 inches

______ m. Hold paper lever up until developing light goes off

4. Fill in the blanks with the correct answer from the words listed below the statements.

   a. Paper used in the headline machine is ____________________.

   b. The paper is packaged in ____________ foot rolls.

   c. Paper and film is _________ mm for the headline machine.

   d. Paper used in the headline machine is coated with a special ____________________________.

   e. The boxes the film and paper are packaged in are _______________________.

   f. The paper repels ______________ and _________________.

   g. The paper and film ___________________ dries quickly.

   h. The film comes in __________ foot rolls.

   i. The film produces a ________________ transparency.

   j. To remove paper or film cartridge _________________ paper feed clutch.

   Answers:

   disposable
   air
   35 mm
   photosensitized
   100
   release
   50
   emulsion
   water
   positive
   chemicals

5. Answer the multiple choice by circling the letter in front of the correct answer.

   a. The disc used in the headline machine is the size of a

      1. 45 record
      2. 33 1/3 record
      3. 78 record

   b. The disc is made of

      1. plastic
      2. cardboard
      3. wood

   c. The point size is the ____________ number(s) after the V

      1. first
      2. first two
      3. last two

d. The exposure setting determines

1. the size of print to be printed
2. the amount of light reaching the paper
3. the amount of paper passing through the developer

e. The black characters on the clear area of the disc around the circle are

1. for printing
2. to set the measurements
3. to line up between shaded area

6. Answer the following statements by writing TRUE or FALSE in the spaces at the left.

______ a. Developer chemicals are packaged in powder form.

______ b. The chemicals used in the headline machine are developer and fixer.

______ c. The dry chemicals are mixed with alcohol to keep them sterile.

______ d. Chemicals should be stored in a warm place.

______ e. Chemicals are mixed with water on a 1 to 1 basis.

______ f. Water should be around 68° Fahrenheit or 50° Centigrade.

______ g. The development tank has 3 compartments.

______ h. The chemicals can be mixed together to save time.

______ i. Put half water and half alcohol in the water compartment.

______ j. Clean the development tank with cool tap water.

______ k. The developer guide is different from the other guides.

______ l. The developer guide can be interchanged with the other guides.

VARITYPE OPERATOR

ANSWERS TO UNIT TEST

1. 6 a.
9 b.
2 c.
11 d.
8 e.
1 f.
4 g.
10 h.
5 i.
3 j.
12 k.
7 l.

2. True a.
True b.
False c.
False d.
True e.

3. False a.
True b.
True c.
True d.
False e.
True f.
True g.
False h.
True i.
True j.
False k.
False l.
False m.

4. a. photosensitized
b. 100
c. 35 mm
d. emulsion
e. disposable
f. water and chemicals
g. air
h. 50
i. positive
j. release

5. a. 2
b. 1
c. 2
d. 2
e. 3

6. True a.

True b.

False c.

False d.

True e.

False f.

True g.

False h.

False i.

True j.

True k.

False l.

Instructional Materials
For Occupational Areas

JOB SUCCESS

JOB SUCCESS

UNIT OBJECTIVE

After completing this unit of instruction, the student should be able to identify terms, definitions, and procedures involved in developing proper job attitudes. The student will be able to identify important factors in job success, explain the differences between a positive attitude versus a negative attitude, and in role-playing situations, demonstrate the ability to identify ethical conduct. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student should be able to:

1. Understand terms and definitions related to job success
2. Understand the importance of a proper job attitude
3. Know what showing a positive attitude includes
4. Know what showing a negative attitude includes
5. Explain what employees may expect from employers
6. Explain what employers expect from employees
7. Identify ways to get along with fellow employees
8. Recognize ethical conduct on the job
9. Discuss steps in starting a job
10. Discuss steps in keeping a job
11. Identify reasons why people lost their jobs
12. Identify those factors involved in terminating a job
13. Discuss factors considered for employee promotions
14. Complete a variety of assignments that will aid in promoting job success

JOB SUCCESS

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide objective sheet
- B. Discuss objective sheet
- C. Pass out information sheet
- D. Discuss information sheet
- E. Distribute and discuss transparencies
- F. Distribute and discuss assignment sheet
- G. Explain directions given on each assignment sheet
- H. Give and evaluate unit test

II. Student:

- A. Read objective sheet
- B. Discuss objective sheet
- C. Read information sheet
- D. Discuss information sheet
- E. Note transparencies
- F. Complete assignment sheets
- G. Answers to assignment sheets
- H. Test
- I. Answers to test

III. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Transparencies
  1. TM-1--Have a Good Job Attitude
  2. TM-2--Expectations of Employees
  3. TM-3--Expectations of Employers

4. TM-4--Getting Along With Other Employees
5. TM-5--Ethical Conduct on the Job
6. TM-6--Receiving a Promotion

D. Assignment Sheets

1. Assignment Sheet #1--The Importance of a Proper Job Attitude
2. Assignment Sheet #2--Showing a Positive Attitude
3. Assignment Sheet #3--Expectations of Employees
4. Assignment Sheet #4--Expectations of Employers
5. Assignment Sheet #5--Getting Along with Fellow Employees
6. Assignment Sheet #6--Ethical Conduct
7. Assignment Sheet #7--Identifying Steps in Starting A New Job
8. Assignment Sheet #8--Why People Lose Their Jobs
9. Assignment Sheet #9--Terminating a Job
10. Assignment Sheet #10--Terms Used for Promotions

E. Answers to Assignment Sheets

F. Unit Test

G. Answers to Unit Test

IV. References:

A. Kimball, Grady. Activities for Succeeding in the World of Work. Bloomington, Illinois: McKnight Co., 1975.

B. Kimball, Grady. Individualized Related Instruction for Entering the World of Work. Bloomingtion, Illinois: McKnight Co., 1975.

C. Kimball, Grady. World of Work. Bloomington, Illinois: McKnight Co., 1975.

D. Mason, Louis. Human Relations at the Office. Portland, Maine: Walch Publishers, 1973.

E. Russon, Allien. Personality Development for Business. Dallas, Texas: Southwestern Publishing Co., 1973.

JOB SUCCESS

INFORMATION SHEET

I. Terms and Definitions

A. Success--To achieve something you set out to do

B. Attitude--Way of looking or feeling about something or someone

C. Positive--To be sure of something, having no doubt

D. Enthusiasm--Strong feeling of excitement, a strong desire

E. Considerate--Being aware of and respecting ideas and feelings of others

F. Tactful--Able to keep a good working feeling with others

G. Criticism--To judge if good or bad, point out faults

H. Evaluation--To determine worth by careful study

I. Disciplinary--Enforcement of rules, to give punishment or make corrections

J. Appropriate--To be suitable or proper

K. Obligation--To have a duty to perform. To keep a promise or contract

L. Initiative--One's own actions, free from outside control or power

M. Confidential--Not talking about company business with ANYONE it does not concern

N. Unique--To be the only one of a kind, being different

O. Impression--How one sees something or someone

P. Reflect--To show or be influenced

Q. Offensive--To be unpleasant, rude, distasteful, and embarrassing

II. Importance of a proper job attitude

A. Most important part in job success is a good attitude

B. Many new workers lose their jobs due to a poor attitude

C. Generally, one's attitude shows one's outlook on life

- D. Set goals and work towards them
- E. Attitude is shown by the way one acts in the presence of others

III. A positive attitude includes:

- A. Being self-confident and natural
- B. Smiling easily
- C. Willing to improve yourself, ideas, dress, behavior, and job whenever appropriate
- D. Being able to see another person's point of view and ideas
- E. Taking pride in work
- F. Accepting criticism when mistakes are made
- G. Seldom criticizing others, but if necessary be tactful
- H. Being considerate of what is good for or helpful to others
- I. Looking directly in the eyes of other workers when talking with them
- J. Respecting the ideas and opinions of others
- K. Making excuses only if necessary
- L. Being alert

IV. A negative attitude includes:

- A. Not really caring about job
- B. Rarely smiling
- C. Being unwilling to change
- D. Not wanting to see another person's point of view
- E. Constant complaining
- F. Always blaming others for one's own mistakes
- G. Being critical of others
- H. Thinking only of one's self
- I. Unwilling or unable to keep direct eye contact
- J. Trying to force your ideas on other people

K. Always making excuses

L. Feeling bored

V. What employees expect of employers

A. Salary--An employer will pay an employee for the work done on a job. The salary may vary, but it must meet minimum federal wage standards

B. Safe working conditions--An employer must provide reasonably safe working conditions. Federal laws will not allow persons under 18 to work in certain dangerous jobs

C. Training--An employer should provide necessary on-the-job training in order for an employee to best do a job

D. Introduction--An employer should introduce a new worker to all employees the person will be working with. This is a courtesy that is not always done

E. Rules--An employer should explain in detail all business policies, rules and regulations to new employees

F. Changes--If adjustments are made to an employee's job or position, the employer should inform the employee of the change. These adjustments may affect an employee's duties, responsibilities, salary, work schedule, etc.

G. Work evaluation--An employer should evaluate an employee's job performance whether it be good or bad

H. Discipline--Most employers are fair in criticizing their employees. If employees do not fulfill the job agreed upon, they should not get mad about any disciplinary action

I. Honest relationships--Most employers are fair with their employees and employees are in turn fair with their employers

J. Employee Compensation--Most employers provide some form of insurance to employees for any injuries received while on the job

VI. What employers may expect from employees

A. Cooperation--This involves sharing tasks when appropriate

B. Honesty--Most employees are honest with their employers

C. Initiative--An employee should continuously express interest in developing new job skills

D. Willing to learn--It is to the employee's advantage to learn everything possible about their job

E. Following directions--An employee should try to follow directions exactly

F. Dependability--A dependable employee is one that an employer can expect to be on the job daily and on time

G. Enthusiasm--The best employees like their jobs, and show a sincere interest in job performance

H. Acceptance of criticism--If deserved, an employee should expect criticism. This allows an employer to let workers know if they are not doing the job that is expected of them

I. Loyalty--This is expressed by not complaining even though an employee may not agree with a company rule or policy. Keeping company business confidential

J. Punctuality--This means being on time and taking only time allowed for morning and afternoon breaks

K. Regular attendance--An employee should be absent only when ill or in case of an emergency. In such cases, a call to the employer should be made so that a temporary replacement can be found

L. Performance--Always doing the best job you can is a good goal for all employees

M. Respect rules--All employees must obey company rules and regulations

N. Proper dress--This means wearing clothes suitable for the type of job one does

VII. Getting along with co-workers

A. Share with others--Sharing activities with co-workers will keep communications open. If you do not like other workers, they, in turn, will probably not like you

B. Respect differences in life style--People have different life sytles which include their actions, dress, eating habits, etc. If an employee is to be accepted as a unique, worthwhile individual, the individual must accept others in the same manner

C. Show a favorable appearance--Impressions are easily formed on the basis of how one looks. Workers should be positive in their appearance, which will reflect in their work

D. Avoid pre-judging individuals--Forming an opinion about a person without knowing the individual can lead to embarrassment and bad feelings. Try to understand the person before forming an opinion

E. Understand the job routine--To respect and follow the business practices can prevent ill feelings

F. Accept responsibilities--Doing your own job is important. It is expected of all employees to not waste time

G. Stay neutral in disputes--The best way in keeping good working relationships is to mind one's own business

H. Have a good sense of humor--Developing a good sense of humor helps make an employee happy and well-adjusted

I. Have control of emotions--When things don't go the way you want, don't throw a fit, sulk, pout, or take you anger out on others. Keep calm and if you need to let off steam, do it in private

VIII. Ethical conduct on the job

A. Provide an accurate account of how time is spent on the job

B. Show respect for morning and afternoon breaks

C. Use company equipment properly

D. Correctly report accidents that happen on the job

E. Perform required duties even when the employer is not present

F. Wear suitable clothes

IX. Steps in starting a new job

A. Go to work a few minutes ahead of time. Don't report too early--it is just as unacceptable to be too early as to be too late

B. Listen to instructions carefully. Ask questions if you do not understand what is expected

C. Be friendly to other employees, but do not waste time by visiting on the job

D. Try not to be overly anxious, but do your best work at all times

E. Report your mistakes to your immediate supervisor. Learn from your mistakes so that you will not make them the second time

F. Learn the company rules and regulations as soon as possible. Learn the way the boss wants it done

G. Think for yourself. Take a sincere interest in your work.

H. Keep your work area neat and clean.

X. Steps in maintaining a job

A. Be on time each day; give an honest day's work

B. Always look your best. Your personal appearance is as important in keeping the job as it was in getting the job

C. Don't be too familiar with your supervisor or your boss

D. Be courteous; treat others as you would like to be treated

E. Respect the know-how and judgment of those about you, especially those who have more experience

F. Do not gossip or repeat anything that might hurt anyone; know when to keep silent

G. Avoid out-of-place humor. Be very careful as to whom and where you relate jokes. Jokes can be very offensive to some people

H. Be friendly and cheerful to those with whom you work

I. Learn the rules and practices and respect them

J. Be willing to help others with their work, but only after you have completed all tasks assigned to you

XI. Why people lose their jobs

A. Showing a poor attitude

B. Coming to work late or leaving early

C. Being dishonest by taking company supplies or equipment

D. Missing too many days from work

E. Not following company rules

F. Having creditors call the office for unpaid debts

G. Making too many personal phone calls during work hours

H. Not being able to get along with fellow employees

I. Not doing a fair share of work

J. Not following orders accurately

K. Not producing quality work

L. Not utilizing time efficiently to complete daily tasks

XII. Terminating a job--There are many reasons one could give for leaving a job, but there are some courtesies which should be observed. When one leaves a job for any reason other than being fired, the items below should be considered:

A. Leaving for a better job or returning to school:

1. Notice of intent to leave should be given to the immediate supervisor unless company policy states that it should be given to someone else
2. In larger firms, usually the personnel office is notified
3. A formal letter of termination may be required
4. A notice of termination should be given soon enough for the company to find a replacement by the time the employee leaves
5. Courtesy requires a two-week notice be given
6. Sometimes it is customary to give a month's notice
7. Failure to do this may make it difficult to find suitable work someplace else

B. If one is fired:

1. Usually the boss feels that an employee's job performance is unsatisfactory
2. You are unable to work well with co-workers
    a. When this happens, it is wise not to have any negative communication with your employer
    b. Often this negative communication causes problems that might prevent one from returning to the same company to work
3. Leave at once if asked to leave at a recommended time
4. After giving the situation serious thought, call and make an appointment with the personnel office to discuss this matter
5. If an appointment is granted, go and discuss the matter with the personnel director or interviewer
6. It is always beneficial to think about the factors that contributed to the firing, and work on ways to prevent this on a future job. Be wise, and profit from mistakes.

XIII. Employer Promotions

A. Seniority--Can be determined in two ways:

1. By the length of continuous employment with a company
2. By the position held by an employee
    a. Can be decided by education
    b. Can be decided by experience

B. Knowledge of job--Learning present job well can show the desire to learn skills of a more responsible position

C. Quality of work--A job well done will indicate a greater success in a job with more responsibility

D. Quantity of work--The amount of work produced can be used as the reason for promoting an employee to a more demanding, higher paying position

E. Initiative--The ability and determination to complete required tasks is important to job success and possible promotions

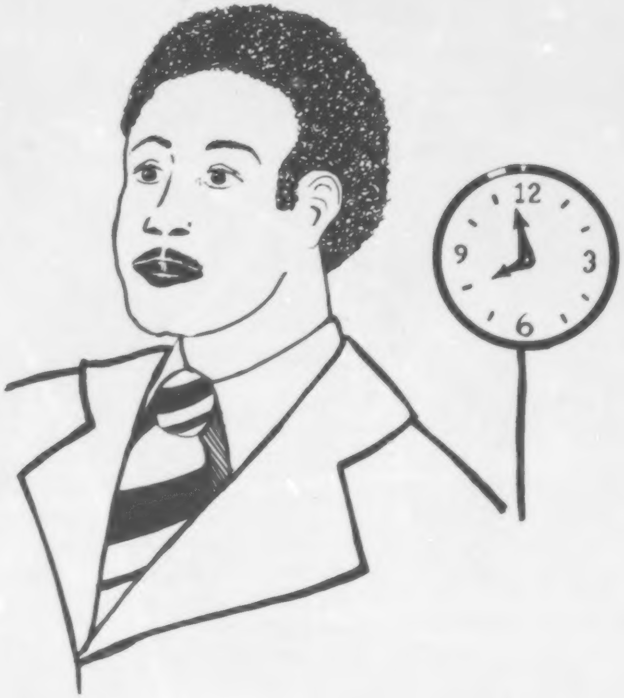
F. Cooperation--Being able to work in agreement with other people is necessary for getting ahead in the job world

G. Adaptability--Being able to learn new responsibilities, which at first, were not required of the job, makes an employee more valuable to a company

H. Adequate training--Job training is needed for most jobs. Better training means better jobs and better promotions

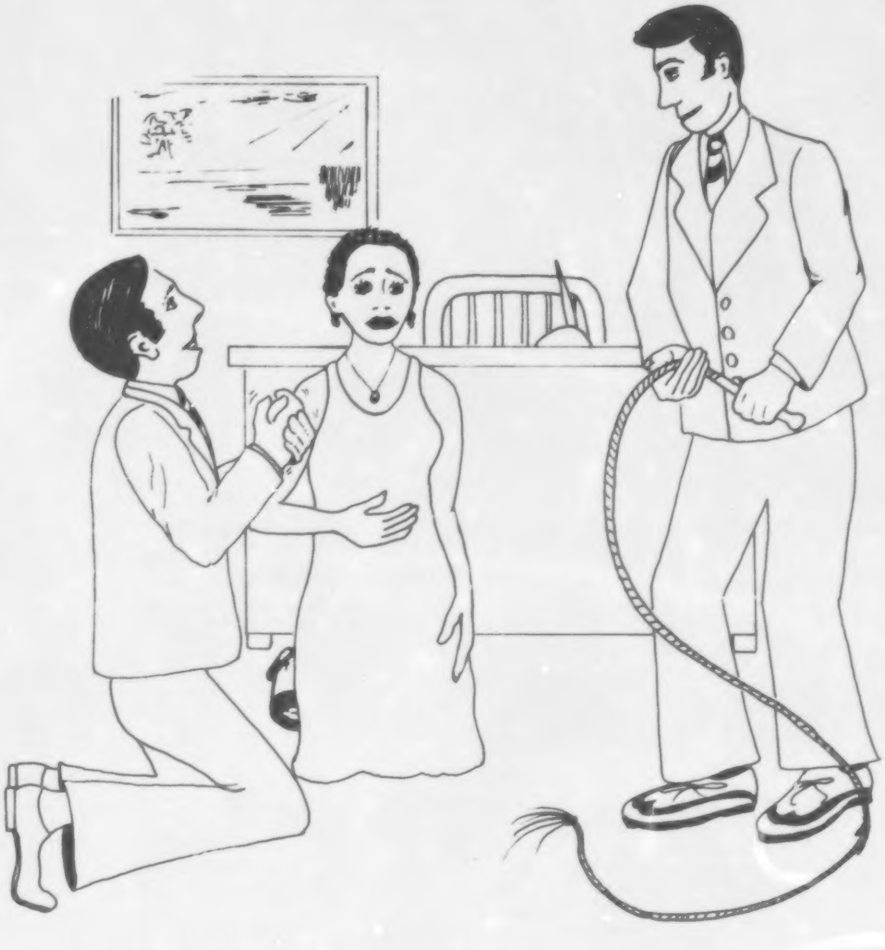
I. Ability to Get Along--Being able to work with others in a business is a feature that an employee must be able to do to stay with the business

HAVE A GOOD JOB ATTITUDE

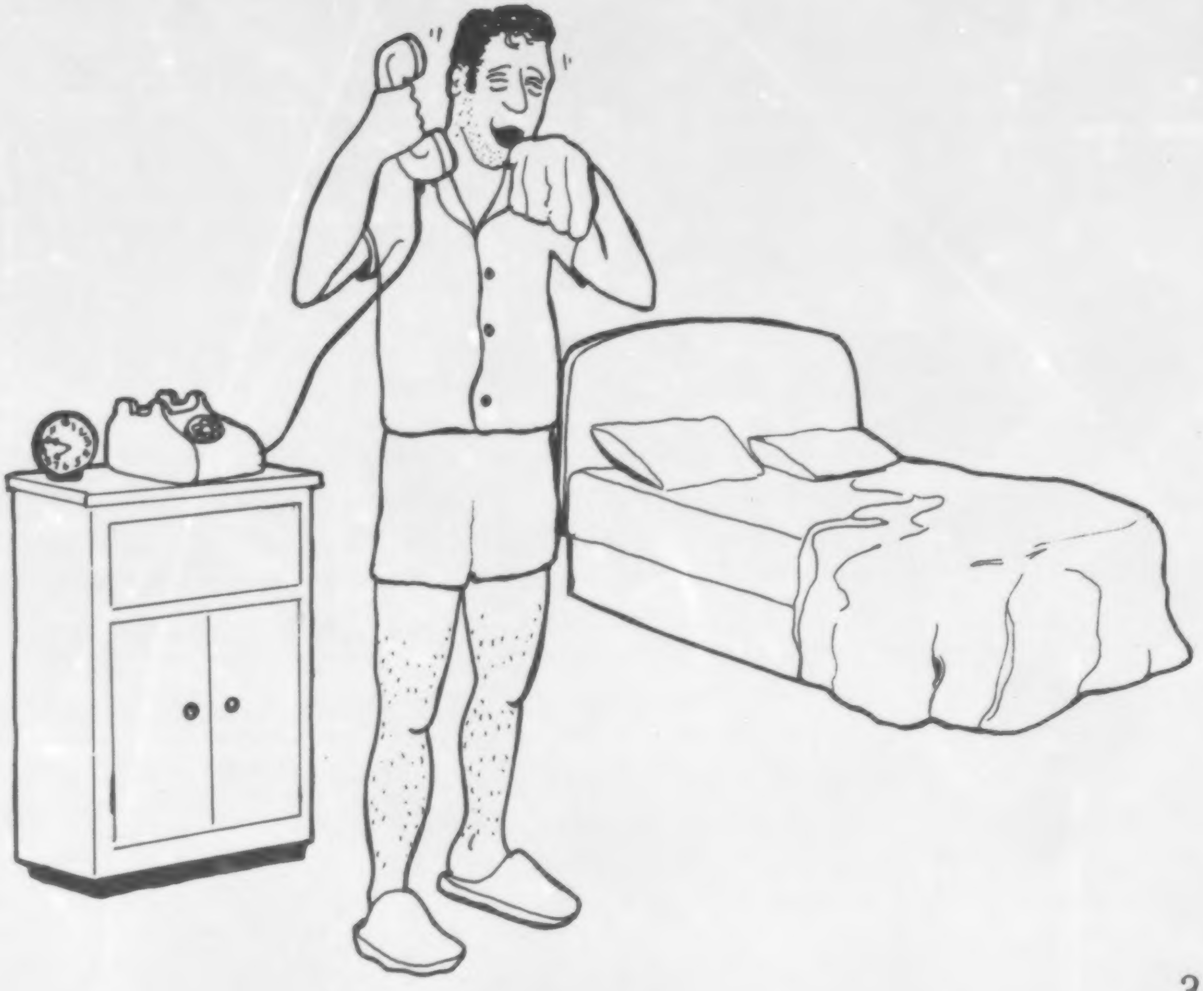


TM-1

EMPLOYEES EXPECT TO BE TREATED FAIRLY

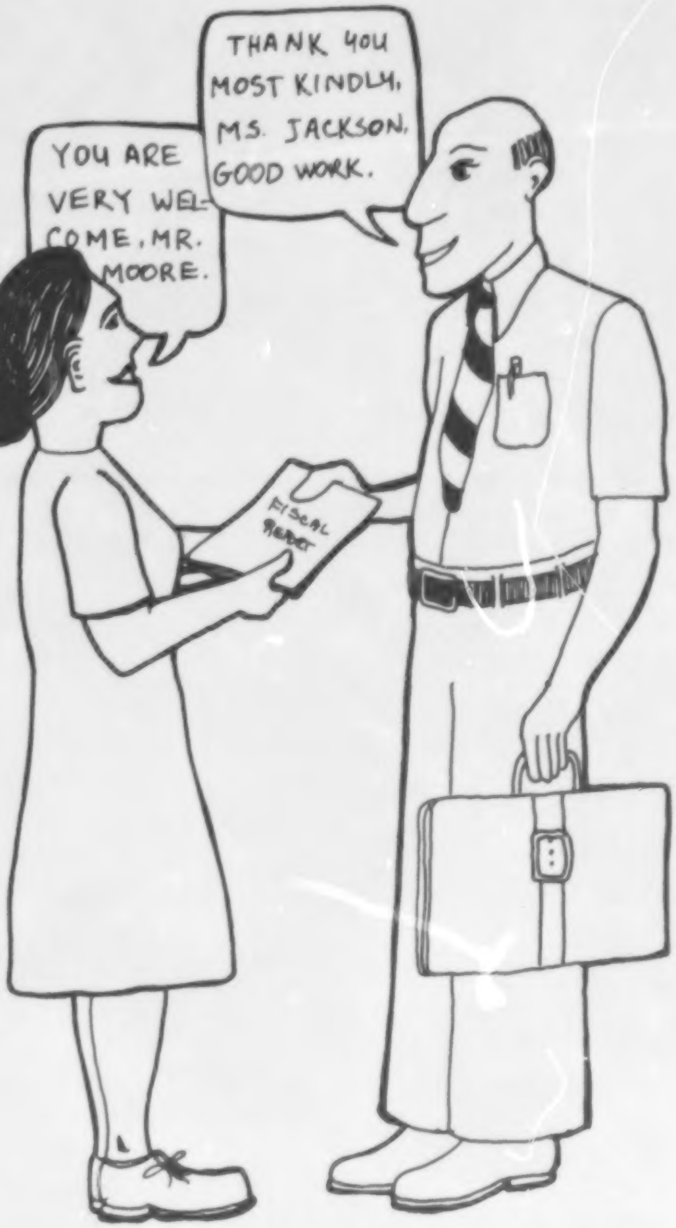


EMPLOYERS EXPECT THEIR WORKERS TO NOTIFY THEM IF THEY WILL NOT BE IN

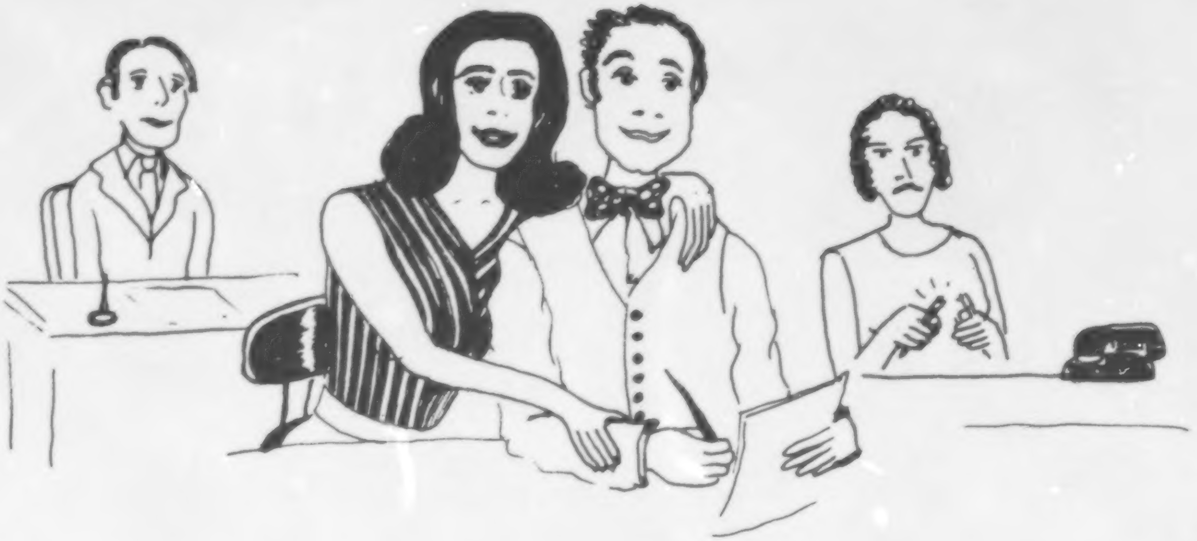


TM-3

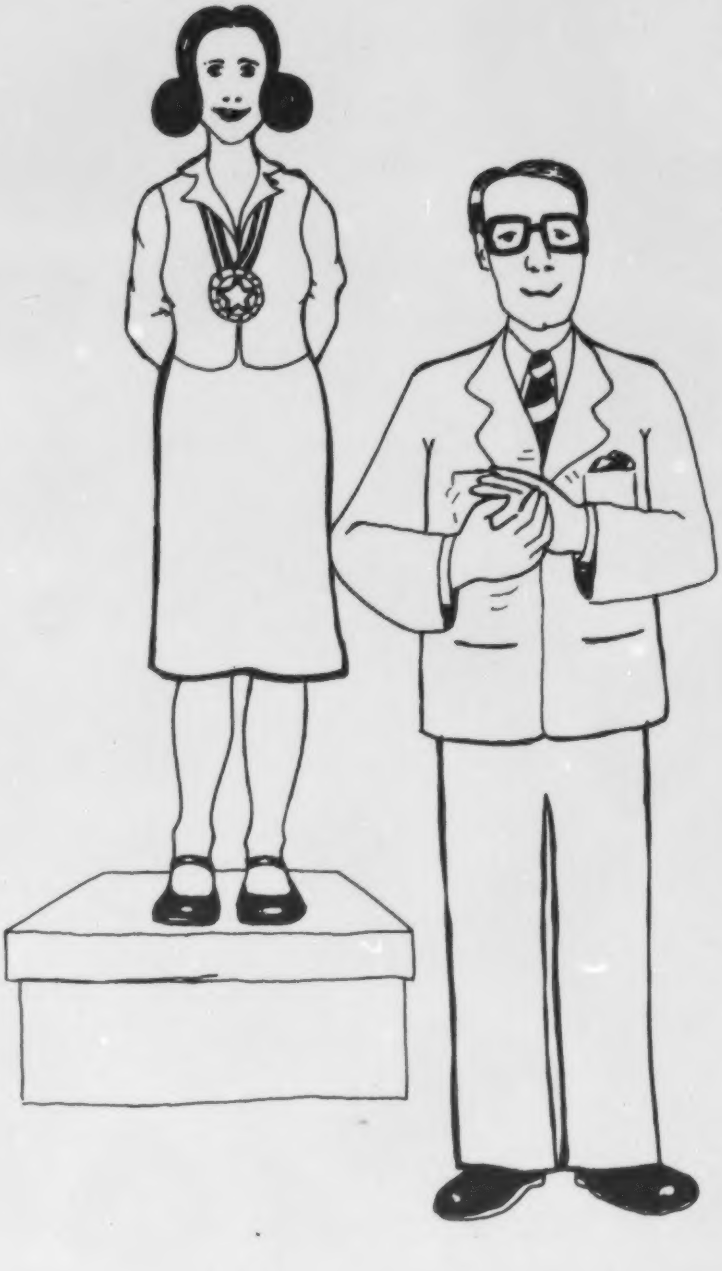
GETTING ALONG WITH OTHER EMPLOYEES


YOU ARE VERY WEL-COME, MR. MOORE.
THANK YOU MOST KINDLY, MS. JACKSON, GOOD WORK.
FISCAL REPORT

DON'T BE TOO FRIENDLY



RECEIVING PROMOTIONS



JOB SUCCESS

ASSIGNMENT SHEET #1

Directions: Match the following terms with their correct meanings.

___ a. To achieve something you set out to do

___ b. Being aware of and respecting ideas and feelings of others

___ c. How one sees something or someone

___ d. To have a duty to perform. To keep a promise or contract

___ e. To be suitable or proper

___ f. To show or be influenced

___ g. Way of looking or feeling about something or someone

___ h. Not talking about company business with anyone it does not concern

___ i. Strong feeling or excitement, a strong desire

___ j. To be the only one of a kind, different

___ k. Enforcement of rules, to give punishment or make corrections

___ l. To be sure of something, having no doubt

___ m. One's own actions, free from outside control or power

___ n. Able to keep good working feelings with others

___ o. To be unpleasant, rude, distasteful and embarrassing

___ p. To determine worth by careful study

___ q. To judge if good or bad, point out faults

1. obligation
2. positive
3. considerate
4. enthusiasm
5. offensive
6. criticism
7. initiative
8. success
9. reflect
10. evaluation
11. attitude
12. confidential
13. impression
14. unique
15. appropriate
16. disciplinary
17. tactful

ASSIGNMENT SHEET #2--THE IMPORTANCE OF A PROPER JOB ATTITUDE

Directions: Study the situation below concerning attitudes by reading the information and discussing the questions within your group.

Jan, 17, is a nurse's aide working in a nursing home known for its excellent patient care. Jan possesses the following assets: dresses neatly, well-groomed, good memory and excellent at charting patient's records. Even though Jan is a good worker, smiling is not one of her characteristics and it affects how patients feel toward Jan.

Open house is the busiest day of the year for the nursing home, and all personnel are expected to be on call that day. Jan wants to be off that day to visit a relative in another town. The nursing home supervisor gave Jan the day off without pay but feels Jan let the staff down (the staff feels the same way toward Jan.)

The day of open house is hectic and all the staff have to work that much harder to fill in for Jan. Jan returns to find it even more difficult to get along with the other employees and becomes irritable with the patients. The supervisor decides to terminate Jan.

1. What kind of attitude does Jan exhibit?

2. Could Jan have done something to save her job? If so, what?

3. What procedures would you have taken in dealing with this situation?

4. Do you feel Jan was dealt with properly?

JOB SUCCESS

ASSIGNMENT SHEET #3--SHOWING A POSITIVE ATTITUDE

Directions: After reading the situation below, discuss and answer the questions that follow.

Pat is a clerk in a local pharmacy and enjoys the opportunity of meeting and talking to customers daily. Pat displays a friendly smile on the job and performs all aspects of the position quite well.

As time passes, the pharmacy owner notices that Pat is spending an unusual amount of time talking to customers, which results in other customers waiting in line 10 to 15 minutes. The owner is hesitant about talking to Pat concerning the unnecessary conversations because of Pat's friendliness and outstanding work record.

Finally the owner discusses the problem with Pat who understands the situation and resolves to limit customer conversations. Later, the owner notices a real attempt by Pat to be successful and stay on the job.

1. What kind of attitude do you think Pat had?

2. How would you have helped Pat?

3. If the customer starts and continues the conversation, would you follow the old adage the "the customer is always right?" Why or why not?

4. Is it possible to be overly friendly in this type of job? Discuss.

JOB SUCCESS

ASSIGNMENT SHEET #4--EXPECTATIONS OF EMPLOYEES

Directions: List several things that an employee expects from an employer. Divide into groups and read the lists. Discuss the differences in the list together.

1.

2.

3.

4.

5.

6.

ASSIGNMENT SHEET #5--EXPECTATIONS OF EMPLOYERS

Directions: Assume you are an employer. List some of the tasks you feel should be expected of your employees. Divide into groups and discuss the lists.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

JOB SUCCESS

ASSIGNMENT SHEET #6--GETTING ALONG WITH FELLOW EMPLOYEES

Directions: Read the paragraph below and answer the questions that follow.

Jim works as a dietary clerk in a large hospital. Jack, one of the other clerks, became friendly with Jim. Soon they began to spend all breaks together. Jack is the hospital "gossiper," and everyone is aware of it. Although Jim doesn't gossip, he listens to Jack talk about everyone in the department. Jim soon discovers that many workers will not talk or be friendly to him.

1. Why do you think the other workers treated Jim the way they did?

2. If you were Jim, how would you have handled your relationship with Jack and the other workers in your department?

JOB SUCCESS

ASSIGNMENT SHEET #7--ETHICAL CONDUCT

Directions: Read the paragraph below and answer the questions that follow.

Liza works at a doctor's office which is next door to a small trucking firm. In order to get to the office, Liza has to walk close to an area where the truck drivers assemble. During the first work week Liza wears a short skirt and a tight-fitting body shirt. As she passes the trucker's area, she receives several whistles, shouts, and hand gestures. Not knowing what to do, she just smiles.

For several days each time Liza passes the driver's area, she continuously receives whistles and shouts. The following day Liza quits, explaining to her boss that she was "fed up" with the loud whistles and jokes.

1. Do you you think Liza made any mistakes?

2. What would you do if someone whistled at you for a week?

3. Do you think Liza should have gone to her boss with her problem? Why or why not?

ASSIGNMENT SHEET #8--IDENTIFYING STEPS IN STARTING A NEW JOB

Directions: Answer the questions below by writing True or False in the spaces at the left.

________ 1. Report to work at the exact time you've been told.

________ 2. Listen to instructions carefully.

________ 3. Ask questions if you do not understand.

________ 4. Be friendly to fellow employees.

________ 5. Your anxiety shows you are excited about your work.

________ 6. Report your mistakes immediately to your supervisor.

________ 7. Dress in the manner that makes you comfortable.

________ 8. Learn and respect the company rules.

________ 9. Think for yourself. Take a sincere interest in your work.

________ 10. Keep your work area neat and clean.

JOB SUCCESS

ASSIGNMENT SHEET #9--WHY PEOPLE LOSE THEIR JOBS

Directions: List at least eight things that will cause people to lose their jobs.

1.

2.

3.

4.

5.

6.

7.

8.

ASSIGNMENT SHEET #10--TERMINATING A JOB

Directions: State the proper way to terminate a job by answering the following questions or completing the following statements:

1. Who do you notify when you are about to leave your job?

2. Courtesy requires that you give how many weeks notice in advance before leaving?

3. If you are paid once a month, how many months notice are you required to give?

4. If you are paid once a week, how many weeks notice are you required to give?

5. If you are paid twice a week, how many weeks notice are you required to give?

6. If you are fired, it is wise not to have ____________________ communication with your employer. Often this causes problems that might prevent you from ever returning to the company for employment.

ASSIGNMENT SHEET #11--TERMS USED FOR PROMOTION

Directions: Using Section XIII on the information sheet or a dictionary, complete this assignment by giving the meaning of each term listed below.

1. Seniority

2. Knowledge

3. Quality of work

4. Quantity of work

5. Initiative

6. Cooperation

7. Adaptability

8. Adequate training

9. Ability to get along

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

a. 8
b. 3
c. 13
d. 1
e. 15
f. 9
g. 11
h. 12
i. 4
j. 14
k. 16
l. 2
m. 7
n. 17
o. 5
p. 10
q. 6

Assignment Sheets #2-#7

Evaluated to the satisfaction of the instructor.

Assignment Sheet #8

1. False
2. True
3. True
4. True
5. False
6. True
7. False
8. True
9. True
10. True

Assignment Sheet #9

The list should include some of the following reasons:

1. Displaying a poor attitude
2. Coming to work late or leaving early
3. Being dishonest by taking company equipment
4. Missing too many days from work
5. Not following company rules
6. Having creditors call the office too often for unpaid debts
7. Making too many personal phone calls during work hours
8. Not being able to get along with fellow employees
9. Not doing a fair share of work
10. Not following orders correctly
11. Not producing quality work
12. Not utilizing time efficiently

Assignment Sheet #10

1. Your immediate supervisor or the personnel department
2. 2 weeks
3. 1 month
4. 2 weeks
5. 2 weeks
6. Negative

Assignment Sheet #11

1. Seniority--Can be gotten by working for the same company for a long time or by having a good education or by long experience of the job.
2. Knowledge--To learn the job well can show the desire to learn skills of a more responsible position.
3. Quality of work--A job well done will indicate a greater success in a job with more responsibility.
4. Quantity of work--The amount of work produced can be used as the reason for moving am employee to a higher paying, more responsible position.
5. Initiative--Ability and determination to complete required tasks is important to job success and possible promotions.
6. Cooperation--Being able to work in agreement with other people is necessary for getting ahead in the job world.
7. Adaptability--Being able to learn new responsibilities, which at first, were not required of the job, makes an employee more valuable to a company.
8. Adequate training--Job training is needed for most jobs. Better training means better jobs and better promotions.
9. Ability to get along on the job--Being able to work with others in a business helps the employee stay with the business.

JOB SUCCESS

UNIT TEST

1. Complete the following statements.

   a. To achieve something you set out to do is called ____________.

   b. To be sure of something is being ______________.

   c. To keep a promise or a contract is called a(n) ______________.

   d. An _____________ is the way a person sees something or someone.

   e. An ______________ person is rude and embarrassing.

   f. The way of looking or feeling about something or someone is called your __________________.

   g. When a person points out faults, it is called _______________.

   h. To be the only one of a kind is called __________________.

2. Answer the questions concerning attitude by writing True in front of those statements which you believe to be true and False in front of those statements you believe to be false.

   ________ a. The most important factor in job success is attitude.

   ________ b. Poor attitude has been a prime reason that workers lose their jobs.

   ________ c. You are born with your attitude and this cannot be changed.

   ________ d. Basically your attitude is your outlook on life.

   ________ e. Attitude is shown by the way you behave in the presence of other people.

3. List factors showing a positive attitude.

   a.

   b.

   c.

   d.

e.

f.

g.

h.

i.

j.

4. Select ten things that show a negative attitude by circling the letters next to the correct statements.

   a. Rarely smiling
   b. Thinking only of self
   c. Complaining about nearly everything
   d. Being very critical of others
   e. Often making excuses
   f. Trying to force ideas and opinions on others
   g. Unable to look at someone in the eye
   h. Having few interests
   i. Blaming self for one's own mistakes
   j. Seeing the other person's point of view
   k. Often making excuses
   l. Often bored

5. Explain the following terms concerning what employees expect from employers.

   a. Pay employees salary--

   b. Provide safe working conditions--

c. Provide training--

d. Introduction--

e. Rules--

f. Changes--

g. Evaluation--

h. Discipline--

i. Honest relationships--

j. Compensation--

6. Match the following terms concerning what employers may expect from the employees with their correct meanings.

_____a. Cooperation

_____b. Honesty

_____c. Initiative

_____d. Willingness to learn

_____e. Willingness to follow directions

_____f. Dependability

_____g. Enthusiasm

_____h. Acceptance of criticism

_____i. Loyalty

_____j. Proper attitude

_____k. Punctuality

_____l. Regular attendance

_____m. Performance

_____n. Respect for rules

_____o. Proper dress

1. Being on time
2. Not complaining even though one disagrees
3. Showing interest in the work
4. Interest in developing new skills
5. Sharing tasks when needed
6. Obeying company policies and regulations
7. Displaying cooperation and enthusiasm
8. Able to be counted upon
9. Following procedures exactly
10. Appearing appropriate
11. Encouraging truthful relationships
12. Being eager to learn
13. Being open to employer's suggestions and recommendations for change
14. Being absent only in case of illness or emergency
15. Being consistent in carrying out job responsibilities

7. List ways in getting along with fellow employees.

a.

b.

c.

d.

e.

f.

8. Identify true statements concerning ethical conduct on the job by writing True next to the correct statements.

   ________ a. Perform duties only when the supervisor is present

   ________ b. Show proper use of company equipment

   ________ c. Never report accidents

   ________ d. Respect breaks

   ________ e. Show accurate amount of time given on the job

   ________ f. Wear appropriate dress

9. Write steps in starting a new job.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

10. Answer the following questions regarding keeping a job by underlining yes to the statements below you believe to be true and no the the statements you believe to be false.

    a. Be on time each day; give an honest day's work.

    yes or no

    b. Always dress comfortably.

    yes or no

    c. Your appearance is as important in keeping a job as it is in getting the job

    yes or no

d. Don't be too familiar with your supervisor or your boss.

yes or no

e. Maintain respect for the know-how and judgment of those about you, especially those who have had more experience.

yes or no

f. Do not gossip or repeat anything that might hurt anyone; know when to keep silent.

yes or no

g. Out-of-place humor is acceptable.

yes or no

h. Be friendly and cheerful to those with whom you work.

yes or no

i. Be courteous; treat others as you would like to be treated.

yes or no

j. Learn the rules, practice and respect them.

yes or no

k. Be willing to help others with their work only if you have completed all tasks assigned to you.

yes or no

11. Answer the following regarding reasons people lose their jobs by writing True in front of the statements you believe are true and False in front of the statements you believe are false.

________ a. Poor attitude

________ b. Coming to work late or leaving early

________ c. Following company rules too closely

________ d. Being dishonest by taking the company equipment

________ e. Missing too many days from work

________ f. Having creditors call the office too often for unpaid debts

________ g. Too many personal phone calls during working hours

________ h. Being able to get along with fellow employees

________ i. Not following company rules

________ j. Not doing a fair share of the work

________ k. Not following orders accurately

________ l. Not producing quality work

________ m. Using time too efficiently

12. Complete the blanks with the answers listed below, concerning terminating the job.

negative

courtesy

failure

supervisor

contributed

personnel

replacement

unsatisfactory

writing

personnel office

a. Notice of your interest in leaving should be given to your immediate ____________________.

b. In larger firms, usually the ________________ office is notified.

c. This may be required in _____________. Check with firm for direction.

d. You should give notice of termination soon enough for the company to find a __________________ by the time you leave.

e. ________________ requires that you give two-weeks' notice.

f. ________________ to do this may make it difficult to find suitable work in another institution or medical facility.

g. If you are fired, usually your boss feels in some manner your job performance is __________________.

h. When this happens, it is wise not to have _________________ communication with your employer.

i. After giving the situation serious thought, you might call and make an appointment with the ________________________ to discuss the matter.

j. It might benefit you to think about the things that ____________________ to the firing, and work on ways to prevent this on your next job.

13. List factors used for promoting employees.

    a.

    b.

    c.

    d.

    e.

    f.

    g.

    h.

    i.

14. Complete a variety of assignments that will aid in promoting job success (Assignment Sheet #1-11).

JOB SUCCESS

ANSWERS TO UNIT TEST

1. a. success
   - b. positive
   - c. obligation
   - d. impression
   - e. offensive
   - f. attitude
   - g. criticism
   - h. unique

2. a. True
   - b. True
   - c. False
   - d. True
   - e. True

3. List should include:
   - a. Smiles easily
   - b. Willing to change ideas, dress, behavior when appropriate
   - c. Able to see the other person's point of view
   - d. Accepts responsibility for mistakes
   - e. Seldom criticizes others
   - f. Considers what is good for or helpful to others
   - g. When talking with other people, looks them in the eye, but does not try to stare them down
   - h. Respects the ideas and opinions of others
   - i. Seldom makes excuses
   - j. Has a variety of interest

4. List should include:
   - a.
   - b.
   - c.
   - d.
   - e.
   - f.
   - g.
   - h.
   - k.
   - l.

5. Discussion should include:

a. Your employer will pay you for the work you do. The amount you are paid will vary; however it must be the standards set forth by the state and federal minimum wage laws.

b. Your employer should provide reasonably safe working conditions. Federal law prohibits those under 18 years of age from working in certain dangerous occupations.

c. Your employer should provide whatever on-the-job training is necessary in order for you to do your job.

d. Your employer should introduce you to all of the workers with whom you will be working. This is a courtesy which is not always observed, If your employer does not show you this consideration, you will have to make your own introduction.

e. The employer should discuss in detail the policies, rules and regulations so that you understand them completely.

f. If at anytime changes are made concerning your duties, responsibilities, working conditions, rate of pay, days scheduled to work, vacation time, and anything else which affects you and your job, your employer should inform you of the changes.

g. The employer should evaluate your work by telling you what is both positive and negative about how you are doing on your job. This is usually done by the employer in private.

h. Most employers are fair in penalizing their employees. If an employee does not fulfill his or her responsibilities, he or she should not resent disciplinary action.

i. Most employees are honest with their employer. An employer encourages an honest relationship with his or her employees.

j. Most employers provide some form of insurance to employees for any injuries received while on the job.

6. 5 a.
11 b.
4 c.
12 d.
9 e.
8 f.
3 g.
13 h.
2 i.
7 j.
1 k.
14 l.
15 m.
6 n.
10 o.

7. List should include:

   a. A two-way street--Getting along with fellow employees is a shared activity. If you don't like your fellow employees, then they probably do not like you. If you will not accept others, it is likely they will not accept you.

   b. Respect differences in life style--People have different life-styles at home and at work. Life-styles include the way one thinks, acts, talks, dresses, eats, etc. If an individual would like to be accepted as a unique worthwhile person, then he or she must respect others in this same manner.

   c. Appearance--Impressions are formed easily on one's appearance. A person's appearance on the job should reflect in a positive way the type of job to be done.

   d. Pre-judging individuals--Making judgements about a person without first learning about the individual leads to embarrassment and bad feelings. Try to get to understand an individual before forming positive negative opinions.

   e. Understand the procedures and practices around the office. Respect them as much as possible. Ill feelings can occur when an employee does not comply with procedures and practices expected of him or her.

   f. Maintaining responsibilities--Carrying your own weight in a corporation or business office is important. Doing the job efficiently is expected of each employee. When an employee has to do more than is assigned too often, he or she does not enjoy doing it.

   g. Stay neutral in disputes--One of the best ways to keep up a good working relationship with all of your co-workers is to mind your own business.

   h. Maintain a good sense of humor--If you have or can develop a good sense of humor, it will do more to make you a happy, well-adjusted worker than anything else.

8. _____ a.

   True b.

   _____ c.

   True d.

   True e.

   True f.

9. Writing should include:

   a. Go to work a few minutes ahead of time.

   b. Listen to instructions carefully.

   c. Be friendly to fellow employees.

   d. Try not to be overly anxious.

   e. Report your mistakes to your immediate supervisor.

   f. Learn company rules and regulations as soon as possible.

   g. Think for yourself.

   h. Keep your work area neat and clean.

10. a. yes
    b. no
    c. yes
    d. yes
    e. yes
    f. yes
    g. no
    h. yes
    i. yes
    j. yes
    k. yes

11. True a.
    True b.
    False c.
    True d.
    True e.
    True f.
    True g.
    False h.
    True i.
    True j.
    True k.
    True l.
    False m.

12. a. Supervisor
    b. Personnel
    c. Writing
    d. Replacement
    e. Courtesy
    f. Failure
    g. Unsatisfactory
    h. Negative
    i. Personnel office
    j. Contributed

13. List should include:
    a. Seniority
    b. Knowledge of job
    c. Quality of work
    d. Quantity of work
    e. Initiative
    f. Cooperation
    g. Adaptability
    h. Adequate training
    i. Ability to get along
14. Evaluated to the satisfaction of the instructor.